

# THE SCHOOL JOURNAL

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## Business or Profession.

That there is a large class of persons employed in the school-rooms who are content to look upon their office solely as a means of earning money is readily admitted by them and conceded by the public. THE SCHOOL JOURNAL, having always striven to place the teacher's work on higher grounds, has, in many quarters, been regarded as a censor; but it has had upon its side the approval of the best educators not only of America but of the civilized world.

In considering this matter the shouts and cries of the stock exchange must be left unnoticed; the world outside of the school-room is in a mad chase after wealth. The teacher of twenty years' experience will meet former pupils who have accumulated as much in a year as he in his lifetime. All cannot look forward with the expectation of being chosen as superintendents of large cities, and thus double or even quadruple their salaries.

The vast majority of assistant teachers feel that they are to remain assistant teachers as long as they continue in school-room work; the assistant teacher may be said to do the entire work of teaching, and hence it is most important that he look rightly at the work before him. If he allows himself to consider it as a business, on the same plane as that of selling sugar and pork, he will find an atmosphere is created inimical to scholarship.

America is suffering to-day from the superabundance of those who ask, "What shall we eat and what shall we drink and wherewithal shall we be clothed?" The school-room is the hope of the world. From it must emanate the spirit that aims at a renovation of the world. As Supt. N. A. Calkins declared in a thoughtful address to the students of the Normal college, "When you have taught the facts to your class you have done but part; if your work stops there you have failed; there must be an impression made on the undying soul."

This may be said to be taking the vocation of teaching seriously. THE JOURNAL has always held the teacher and preacher to belong to the same class; each laboring for the good of others. For this reason it has believed that there was soundness in the aspect with which the Catholic regards the instruction of youth; it has condemned the indifference of the Protestant in the public school.

It will be a stage mark of decadence if any large number of the teachers cease to regard teaching as a profession; and the term "profession" does not mean a knowledge of the history, methods, and principles of education. It, as a term, is set over and opposed to that narrow conception of intercourse with youth, that proposes solely to put money in the purse. The Great Teacher would have them in his company that they might be fitted for heaven; and any other view reflects the ideas that prevailed before his time.

It is often asserted that the schools are to prepare youth to be citizens; undoubtedly teaching has such a tendency. It was claimed by the universities that the civil war showed their teaching made good soldiers. THE JOURNAL has taken a higher ground; it believes the Creator constitutes man's surroundings as a series of object lessons for his education; the schools recognize this and thus carry out the Creator's efforts.

The teacher cannot accomplish great things within the four walls of his school-room without the confidence of the parents. They look with solicitude upon the results of his intercourse with their children; they expect

earnestness, ambition, courtesy, taste, courage, industry, intelligence, reasoning power, and spirituality, and these are not purchasable; they are not communicated for money.



## Success.

In all the schools for the past year the pupils have been exhorted to labor to be successful. The officials have set up a standard; they and the parents commend one whose pupils answer all the questions asked. Not all can do this; Ulysses S. Grant was far from being successful at West Point from the teacher's point of view. It is well worth while to inquire whether a wrong definition is not in the mind of the teacher, as well as in the mind of the general public.

Here is an incident that will make plain what we mean. Ten years ago a lady came to New York city; she began to teach in St. George's Sunday school; among her pupils was a very poorly clad boy of sixteen; he was the eldest of five children; his father and mother dying, the four younger were put in institutions while he got a place and went to work. That teacher could not but encourage this lad who had no father, mother, or relative to advise him to attend a Sunday school. He aimed to get his two brothers and two sisters out of the institutions and at work for their own support and succeeded. He was a faithful servant and received a fair salary; he has attended the evening schools and the public lectures; owns some books and has become a teacher in the very Sunday school where he was a poverty-stricken pupil.

Now this is a real, solid success. Possibly some reader expected it would be stated that he had struck a gold mine and was worth a million of dollars as tho that was success. We regret to say this is the American idea of success. We have in mind the speech of a ward school trustee at the graduating exercises; he told of a boy who had made a great deal of money, and left the impression that success meant the accumulation of money.

Now the accumulation of money is often wholly due to an accident; this is admitted. All cannot be rich, but all can be honest, industrious, frugal, lovers of truth and righteousness, helpful in good works, lovers of nature, and worshippers of God. The boy just spoken of attained these; he was a success. With health and usual mental talents every boy in that Sunday school could have attained an equal success. So that it seems to us time the teacher should make plain to his pupils what success in the school-room and in life means.

Take the case of the teacher herself. She told of this lad with pride; she felt she had been successful as a teacher. The young man is intelligent, industrious, kind to brothers and sisters, making a home for them; himself a righteous man, and desirous of helping others to know and follow righteousness.

All this has not come from the labor of this teacher—it is not claimed, but it is clear enough that there was in her mind the standard of success set up by the Bible. She strove to transfer this standard to his mind; that was her aim; it was in her power to do this; it is in the power of every teacher to attain results of this nature.

What then is success? If men like Rockefeller, Wanamaker, and such men who consider the question in its essentials were asked, they would reply, character. Scholarship and money are incidentals. Rockefeller would not claim to be regarded as a successful man ex-

cept as he possessed character. The school should not aim then at scholarship alone but scholarship and character. It will help to make the matter clear if we admit that character should result from scholarship—especially if there is a person of character directing the acquisition of knowledge. This is the meaning of Pope's line "from nature up to nature's God." But it is essential that the teacher aim at character; for the pupil, with his little experience, will think the object is the correct spelling, or the right combination of numbers—that it matters not what his behavior is so long as he memorizes these.

A teacher may rightly console himself when a pupil fails to reach the standard set up by the college or high school if he feels he has laid hold of character; for that is the good part that shall not be taken away if there has been industry, persistent labor, ready performance of duty, earnestness of purpose applied to the attainment of knowledge, the pupil has made a success. Wellington said with a trembling voice in his old age, "I only tried to do my duty."

The millions of pupils who are in the schools cannot gain great wealth or achieve political distinction; nor can they pursue knowledge in higher institutions; they must earn the bread they daily consume. They each and all can possess something really more valuable than money or scholarship—character. This the teacher must set before them daily, not applauding only the one who spells best, but he and also the one who aims with earnest endeavor to spell rightly.

The mistake is common to suppose that character is reached by homilies; the teacher declares the supreme value of character but smiles on him who gains scholarship. He must recognize those who strive to know and do. Ninety per cent. of the pupils know that the prizes will not fall into their hands: these must be assured of the sympathy and aid of their teacher. It is the administration of the school-room that impresses character. If the teacher sets a supreme value on right doing and exemplifies it character will grow. And when the school closes and the pupils are scattered, he can say, "I was successful because the pupils gained all the knowledge they rightly could under the circumstances, and are more purposely firm in the determination to do their duty."

## Needed Reforms in Elementary Schools.

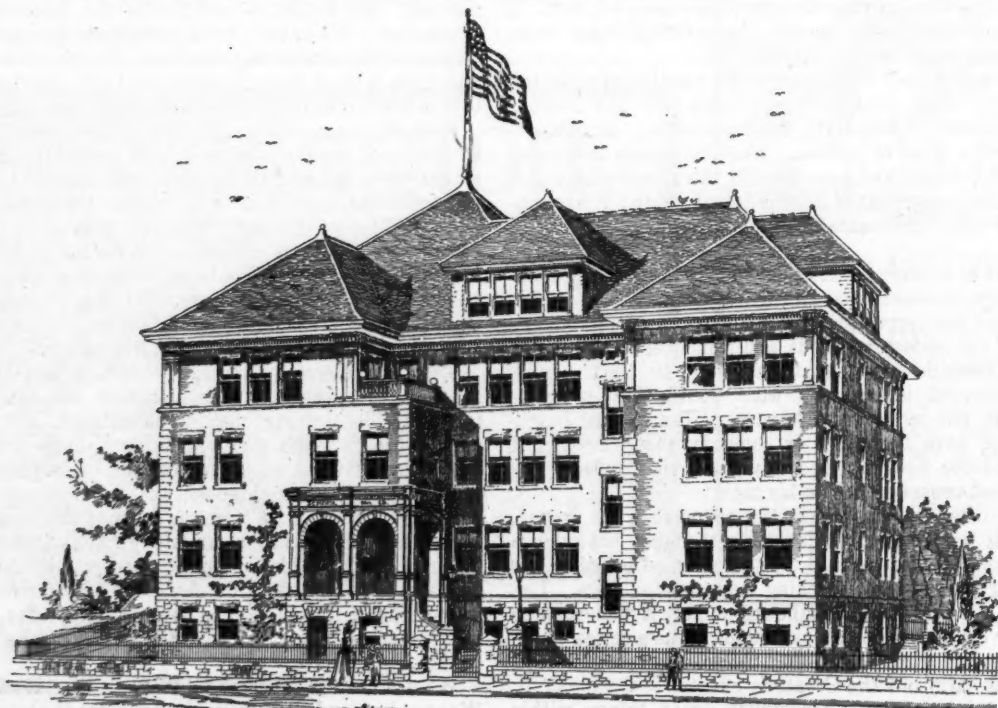
### At the Munich Convention.

In order that the reader may know what men are behind the present agitation, I give an outline of the debate at the later convention at Munich. To make the points of the different speakers intelligible, it should be stated at the beginning that the movement unites two demands, some speakers represent one, some the other. The first idea is that mental overwork in the schools is rendering the growing race weak in body and mind; the second, that the monopoly in the higher schools exercised by Latin and Greek must be broken. Prof. H. Griesbach, of Muehlhausen, presided and opened the meeting by calling attention to the growing nervousness and neurasthenia of the educated classes, that it could be followed back to the primary schools, and that as a result of the present conditions, many young men soon after graduation from the *Gymnasium* must make the acquaintance of the specialist on insanity.

### Overburdening of Pupils.

Dr. Schmid-Monnard, of Halle, read the first paper appointed to be the basis of discussion. He said that experiments\* had shown that an overburdening of the pupils exists in both the higher and lower schools. The fault lies with the curriculum and with the poor quality of children; that is, the curriculum is not adapted to the average child. The experiments show that the pupils have less strength and ability after the third lesson of the day, and that this weakness increases with the progress of the day's work. Now, a real overburdening exists, if, in the course of weeks and months, the normal is not regained; if the test made at the beginning of the day gives constantly poorer results; or, in other words, if the periods of rest and recreation are not sufficient to enable the body to throw off the effects or products of the fatigue. There is such a difference in the original ability and endurance of different children that it is very unwise and unjust to take the best as a sample and plan the work according to their abilities. For this reason, that there has been a failure to observe this principle,

\* Discussed in previous article in THE SCHOOL JOURNAL of June 24.



School No. 13, Yonkers, N. Y.

C.C. CHIDMAN, ARCHITECT  
230 BROADWAY, NEW YORK



very many children absolutely cannot do the work laid down by the school authorities. In Sweden, this was found to be the case with six to twenty from out of every hundred children.

From the consideration of all the facts brought to his attention, Dr. Schmid-Monnard is of the opinion that the schools would accomplish just as much as now if they would decrease to a minimum the number of lessons given; for then the teachers would have to deal with brighter and stronger pupils. Examinations tax severely both mind and body, and are, therefore, to be used as little as possible. Afternoon instruction taxes the strength more severely than morning instruction, and should also be lessened. The purpose of the school is not so much to cram a certain amount of knowledge into the children's heads, as it is to prepare the children as thoroly as possible for practical life. For this purpose, the study of the natural sciences is specially well adapted; and their use should, therefore, be extended. The natural use of these sciences has been prevented by the historic and unjust requirements of society. These requirements compel the parents to choose a calling for their child before the child has developed a special talent. The *Gymnasium* is the stronghold of conservatism where the Greeks and Romans alone are praised, where the fact that other nations have accomplished something, that they have perfected themselves ethically, is utterly ignored.

Dr. G. Herberich, of Munich, agreed with the first *Referent*, and declared that it was now to the point to ascertain what the leading vocations in life demand in the way of preparation. We all seek to accomplish the most with the least effort. In short, the higher callings demand the ability of general leadership. This ability is to be acquired by means of the study of the natural sciences, because they work for the modern culture,—they awake an appreciation of the real and practical. Knowledge of the Greek and Roman culture facilitates in no way the study of the modern culture. Natural science should, therefore, be given the first place in the curriculum, the antique the secondary. The reform of lessening the number of hours per week is already partly accomplished in Bavaria,—at any rate twenty-four hours is work enough.

#### Other Opinions.

In the general discussion that followed, Dr. Petruschky, director of the bacteriological laboratory at Danzig, advanced quite other views. If we are advocating the study of the natural sciences because they burden the pupils less than do the classics, then we are advancing along the wrong path. Medicine also once made the mistake of trying to shield the body from disease by the use of external protections. Thereby the body was made weakly and more susceptible. To-day, on the other hand, we seek by methods of hardening to increase the natural resistance of the body. We should follow the same principle in the domain of mind. There, too, it is not the purpose to avoid dangers, but rather by means of skilful training and exercise to make the pupil able to overcome. To that end a mental culture is necessary, which is to-day lacking, because we are seeking knowledge only. A change in the present system is, indeed, needed; but it is a change to be dictated by hygiene and true pedagogy.

Dr. Kormann, of Leipzig, said that the natural sciences could not serve as the basis of the entire curriculum; for that the development of German culture was best fitted.

Professor Hoffmann, of Leipzig, spoke of the need of a good and skilfully articulated curriculum. He complained of the needless language study under the present system. No more than two foreign languages should be studied at once.

Professor Hueppe, of Prague, recommended a compromise, since he believes that there was a danger of encouraging too much the rapidly increasing socialism of our times. The teacher must not expect to teach the

pupils all that he himself knows. The curriculum should be organically articulated and correlated. It must not be put ahead of its natural development.

Of course, this was a convention of scientists, and a convention of philologists or philosophers might have given a different estimate of Latin and Greek. Yet we must also remember that these resolutions represent the views of influential men, and, taken with the present movement to give the technical schools the right to grant the doctor's degree, indicate the trend of opinion in Germany, the home of the humanistic education.



## Seeing the Schools of Paris.

By GEORGIA FRASER ARKELL, New York.

The school year in Paris ends the last of July, and the summer holidays extend thru August and September. It is possible, then, for visitors to Paris to see during July both public and private schools in session. But without an introduction of the proper kind one may knock and knock and not be admitted to either one or the other. Polite but cold voices inform visitors that "Madame," or "Monsieur," as the case may be, has no authority to admit visitors. But once armed with the proper credentials, the doors fly open as quickly as they once shut, and a greeting will be extended as cordial as it was erstwhile cold. So, how to secure the introduction.

The public schools of Paris, below the university, are the entirely free school—*primaire elementaire*, equivalent to our primary and grammar; *primaire superieure*, equivalent to our high; and *professionnelle et menagere*, or industrial school. These are under the direction of the Prefecture of the Seine, at the Hotel de Ville (City Hall.) Also, the Lycees, not under the direction of the City of Paris but of the French government, as is the case with the university or Sorbonne and the Ecole des Beaux-Arts. But for many reasons these lycees are the ones most profitable to visit.

#### How to Get Admitted.

To gain admittance to the city schools, or entirely free schools, apply to the United States consul at Paris, 36 Avenue de l'Opera; for the lycees apply to the United States ambassador to France, 20 Avenue Kleber, near the Place de l'Etoile or Arc de Triomphe.

It is not necessary, but it is pleasant, to have letters to these gentlemen explaining your position. In any case you will find them courteous and willing to give the introduction upon reference to your professional standing.

If time is short it is better not to trust the mail with your letters of introduction, but go yourself. For the city schools, take any train or omnibus marked Hotel de Ville, or if you are near the river a boat will do.

Show the address on your envelope to the first guard you meet. He will direct you thru numerous courts to a doorway. Inside the doorway is the room of the *concierge*, or janitor. He will direct you to a stairway and indicate a door. There a gentleman will take your letter of introduction, and if you are fortunate will conduct you immediately to the secretary or his clerk, who will ask you various questions (in French, none speak English), as to the work you desire to see. He will then give or send to you an authorization to visit certain schools.

Once at the school with the authorization and with either the ability to speak French or with some one who has that ability, the freedom of the school is yours. The teachers are charming when they find you are appreciative and the children are like children anywhere, ready to respond to sympathy and quick to detect if any is there.

Without French, a visit to a French school is unfair and unjust. No correct estimate can possibly be formed of the work—notwithstanding thousands of sheets of writing and drawing. I will not say that a partial estimate may not be formed, but it certainly will be *partial*.

### Lycees and Other Schools.

To visit the lycees a similar journey is necessary with the Sorbonne, instead of the Hotel de Ville, as the objective point.

The lycees are free very much as most of our universities are free, to those who can pay. Many, however, who show unusual proficiency in the city schools are admitted free to the lycees; there are scholarships, so to speak. These schools include all the grades from the primary to the university. There are separate schools for boys and girls, as is the case in the city schools. The lycees are in much finer buildings than the city schools, many of them new, of elegant proportions, and attractive both within and without, as the Lycée Jansen (boys) on the Rue de la Pompe, and the Lycée Moliere (girls) just off the Rue Mozart.

The city schools are in older buildings and in less elegant neighborhoods, and are cheery neither within nor without.

The kindergarten is unknown in Paris. What is called the *creche* (cradle) is simply a free nursery for the children of poor women who are obliged to work thru the day.

Of the private schools, it is quite evident that those kept by religious orders are still popular in Paris; to wit, the processions of boys with "brothers," and girls with "sisters," going thru the streets on the way to the numerous playgrounds of the city. And the hum of voices, and the sparkle of eyes seem to be just as evident as with the boys and girls of the non-religious schools.

### Pupils Out of School.

Thursday is school holiday, just as Saturday is with us. On Thursday, you see the parks swarming with children, and it is interesting to watch the little folks at their play, as well as their older brothers and sisters; to watch the difference in deportment, as well as the difference in the games, between them and children of the United States.

Baseball is never seen in France. Tennis is very common, more so than with us. Croquet is much indulged in by the girls. The city of Paris is kind to its children, and the beautiful turf of the great Bois de Boulogne, or park of Paris, is free to any kind of games. This is also

true of the many smaller parks or public gardens, of which there are many, and so scattered thruout the city that no section is without one.

To see the greatest number of children visit the park of the Muette, which is contiguous to the Bois at Passy. Here are merry-go-rounds, swings, the *guignon*, or Punch and Judy, besides the many games brought and set up by the children. And it is remarkable that no number of little feet, of croquet balls, or tennis nets seem to disfigure the pretty turf and gravel walks.

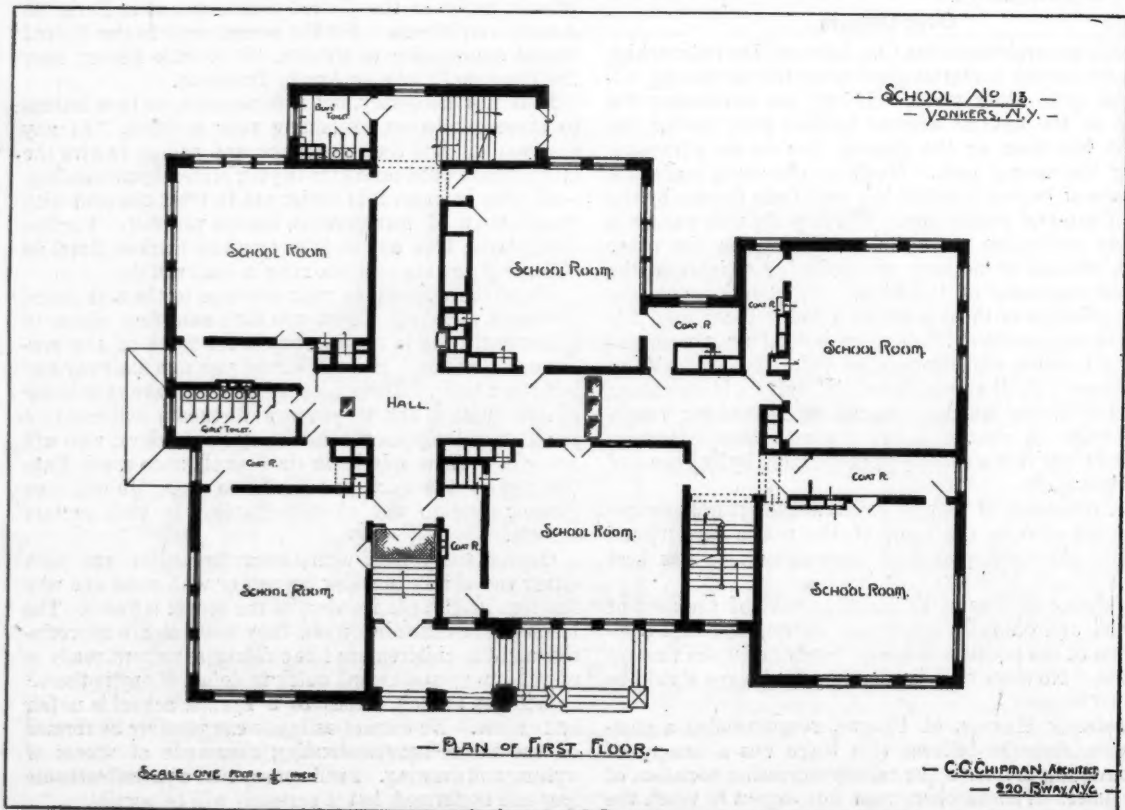
To reach this park take the train marked *Muette* from behind the Opera House and traversing the Boulevard Haussmann, past the Arc de Triomphe and the Place Victor Hugo. Other trains reach it from the Madeleine to Auteuil, from the Hotel de Ville to the station at Passy, from the left bank of the Seine "Montrouge to Passy," and by the *Petit Ceinture* railroad and the underground railroad from the station of St. Lazare.

### For Art Lovers.

On Sundays the same games go on in the afternoon, but then the children are usually accompanied by their fathers as well as the rest of the family.

In looking up places of instruction in Paris do not forget to take a peep at the Ecole des Beaux Arts in the Rue Bonaparte close to the Seine and opposite the Louvre. It is worth while visiting for the sake of its interesting facade and court.

The public studios, of which the Julian is the most famous, if not now the most popular, close their season of regular work in June. But many are supplied with models and left open for work during the summer months, the only difference being the cessation of visits by the masters. This is especially true of the studios of the Latin Quarter. The Julian studios are located in the following quarters with others contiguous: Latin Quarter, 55 rue du Cherche-Nudi, (women); near the Ecole des Beaux Arts, 31 rue du Dragon (men); Montmartre, 27 Galerie Montmartre (women); near the Porte St. Denis, 48 Faubourg St. Denis (women); near Notre Dame de Lorette, 28 rue Fontaine (men); 5 rue Fromentin (women); Champs Elysees, 5 rue de Berri (women).





Only women visitors are allowed to the studios for women, and the same is true for those of men.

The yearly exhibitions of pictures known as the *salons*, will be closed, as usual, in June. The exhibitions connected with the "Exposition" are in the beautiful, new buildings—the large and small palaces of art—on the Avenue des Champs Elysees, a short walk from the Place de la Concorde.

To those interested in things Japanese and Chinese and in all wonderful porcelains of the Orient, I would suggest a visit to the Musee Guimet in the place d'Jena near the Trocadero. And remember while there that the Trocadero is more than a doorway to the exposition, that it is, indeed, not one of the exposition buildings at all, but contains the second greatest collection of casts in the world, and the most wonderful in existence of medieval architecture.

## A Half Hour with Nathan Daboll.

By ELIZABETH V. HYATT, Michigan.

Educators, methods, courses of study change. A teacher of a century ago could hardly get thru a creditable recitation in grammar or orthography, while physiology, civil government, and school law had never been thought of as school studies. But, tho studies and methods may come and go, arithmetic goes on forever with very little change.

I have at hand a copy of an old "Schoolmasters' Assistant," a "Practical System of Arithmetic," by Nathan Daboll, printed in Utica, N. Y. There are six testimonials in favor of the work, one from kindly old Noah Webster, dated at New Haven, Dec. 12, 1799; one from Prof. Josiah Meigs, of Yale college, and one from John Adams, rector of Plainfield academy, Andover, Mass.

In his preface the author refers to "the long period which he has devoted to the instruction of youth," and calls attention to several "new" features in his work, one of which is the introduction of decimals, or, as he calls it, Federal Coin, immediately after whole numbers and before fractions, an arrangement which he quaintly adds "may be of great benefit to many who perhaps will not have the opportunity of learning Vulgar Fractions." That Daboll was a modest man is proven by the concluding paragraph: "Perfect accuracy in a work of this kind is hardly to be expected: errors of the press, or perhaps of the author, may have escaped correction. If any such are pointed out, it will be considered as a mark of friendship and favor by the public's most humble and obedient servant, Nathan Daboll."

The curious language of the problems points to the interesting events of that far away time, for example: "John, Thomas, and Harry after counting their prize money. John had one thousand three hundred and seventy-five dollars; Thomas had just three times as much as John; and Harry had just as many as John and Thomas both—pray how many dollars had Harry?" Or this: "There is an excellent well built ship just returned from the Indies. The ship only is valued at 12145 dols. 86 cents and one-quarter of her cargo is worth \$25411 dols. 65 cents I demand the value of the whole ship and cargo."

Light is also thrown on the dress of the dandy of the period by the following tailor's bill.

Mr. James Paywell,		To Timothy Taylor, Dr.	
1814		\$	cts.
April 13,			
To 2½ yds. of cloth at 6.50 per yd.		16	25
To 4 yds. Shalloon, .75		3	00
To making your coat,		2	50
To 1 Silk Vest Pattern,		4	10
To making your Vest,		1	50
To silk, Buttons, &c. for Vest,		0	45
	Sum,	27.80	

The subject of addition is closed by the following note. "By an act of Congress, all the accounts of the United States, the salaries of all the officers, the revenues, &c., are to be reckoned in federal money. Which mode of

reckoning is so simple and easy, that it will soon come into common use and practice thruout the States."

According to Daboll, "the subtraction of whole numbers teacheth to take a less number from a greater of the same order," and one of the problems reads thus: "A wine merchant bought 721 pipes of wine for 90847 dollars, and sold 545 pipes thereof for 89049 dols. How many pipes has he remaining unsold, and what does it stand him in? Ans. 175 pipes unsold, and they stand him in 1797 dollars." And another reads, "Joe Careless received prize money to the amount of 1000; dollars after which he lays out 411 dols. 41 cts. for a suit of clothes and a gold watch; and 123 dollars and 40 cts. for a span of fine horses; besides 34 dollars and 50 cts. he lost in gambling. How much will he have left after paying his landlord's bill, which amounts to 35 dols. and 11 cts.

The children of the present generation would probably wonder why Joe Careless should receive prize money at all, so far away are our privateering days.

The table of longitude and time is called "circular motion," and denominate numbers is Compound Addition, Compound Subtraction, &c. Many of the problems have names introduced, personifying characteristics, as—I lent Peter Trusty so much—Richard Drawer gave a note, Timothy Careful, Mr. Grocer, Mr. Paywell, &c.

### Currency Reduction.

In reduction of money we have mention of "pistoles," "half-johannes," "French crowns," "moidores," "Dutch guildens," "guineas," "pistareens," "English crown," and "groates." We get a glimpse of England's financial condition, thus: "The national debt of England amounts to 279 million pounds sterling; how long would it take to count this debt in dollars, reckoning without intermission twelve hours a day at the rate of 50 dollars a minute, and 365 days in the year?" and on the same page it tells of a silversmith's making 3 ingots of silver into spoons of 20 oz. cups of 5 oz. and snuff-boxes of 2 oz. each.

Much stress is laid upon the rules for reducing the currencies of the several states to federal money. For New England, Virginia, Kentucky, Tennessee, New York and North Carolina, you "annex a cipher to the pounds and divide by half the number of shillings in a dollar;" for New Jersey, Pennsylvania, Delaware and Maryland, "multiply the given sum by 8, and divide the product by 3;" for South Carolina and Georgia, "multiply by 30, and divide by 7," while for Canada and Nova Scotia, you "multiply the given number by 4, and the product would be dollars." Then come rules for reducing coin back to the several currencies, and rules for reducing the currencies of the several states, Canada, and Nova Scotia, to a par with each other.

Proportion is called "The Rule of Three," and compound proportion "Double Rule of Three." The subject of "Tare and Trett" is thus exploited; "Tare is an allowance made to the buyer, for the weight of the box, cask, or bag which contains goods." "Trett is an allowance of 14 lbs. on every 105, for waste, dust, &c." "Cloff is an allowance made of 2 pounds upon every 3 cwt." "Suttle is what remains after one or two allowances have been deducted." This example is given under case 5: "When tare, trett, and cloff are allowed; deduct the tare and trett as before, and divide the suttle by 168, the quotient will be the cloff, which subtract from the suttle, and the remainder will be the neat-weight."

Annuities are treated with this rule for their regulation. "When the debtor keeps them in his own hands beyond the time of payment, when the sum of all the annuities for the time they have been forborne, together with the interest due on each, and when it is bought off or paid all at once at the beginning of the first year."

"Barter is the exchanging of one commodity for another, and directs merchants and traders how to make the exchange without loss to either party," and a long list of examples exchange flax for indigo, rice for raisins, tea for brandy, and drugget for pepper. One problem under this head reads as follows:

"A and B barter: A hath 145 gallons of brandy at 1 dol. 20 cts. per gallon ready money, but in barter he will have 1 dol. 35 cts. per gallon: B has linen at 58 cts. per yard ready money: how must B sell his linen per yard in proportion to A's bartering price, and how many yds. are equal to A's brandy?"

A has 225 yds. of shalloon, at 2s. ready money, per yard, which he barter with B at 2s. 5d. per yard, taking indigo at 12s. 6d. per lb. which is worth but 10s. how much indigo will pay for the shalloon; and who gets the best bargain?

Ans. 43½ lb. at barter price will pay for the shalloon and B has the advantage in barter.

Under what he calls "Vulgar Fractions," the author gives us the usual practice in reduction, addition, subtraction, multiplication, and division of fractions. Then comes "Interest in Decimals," involution, evolution, alligation—medial and alternate, and both arithmetical and geometrical progression. In the last named subject occurs the following problems:

"A rich miser thought 20 guineas a price too much for 12 fine horses, but agreed to give 4 cents for the first, 16 cents for the second, and 64 cents for the third horse, and so on in quadruple or fourfold proportion to the last. What did they come to at that rate, and how much did they cost one with another?"

"A thresher worked 20 days for a farmer, and he received for the first day's work four barley-corns, for the second 12 barley-corns, for the third 36 barley-corns, and so on in triple proportion geometrical. I demand what the 30 days labor came to counting a pint of barley to contain 7680 grains and the whole quantity to be sold at 2s. 6d. per bushel?"

#### General Exercises.

Near the back of the book is a collection of exercises on the foregoing rules. Like Silas Wegg, our author "drops into poetry" and I give a few examples for the sake of their quaint phraseology and associations:

Whereas an eagle and a cent just three score yards did buy,  
How many yards of that same cloth for 15 dimes had I?

Just 16 yards of German serge,

For 90 times had I;

How many yards of that same cloth

Will 14 eagles buy?

There are 7 chests of drawers, in each of which there are 18 drawers, and in each of these there are six divisions, in each of which are 16 dols. 6s. 8 cts.

"A hare starts 50 rods before a hound, and is not perceived by him till she has been up 50 seconds; she scuds away at the rate 10 miles an hour, and the dog, on view, makes after her at the rate of 18 miles an hour; How long will the course hold and what space will be run over?"

Then there is an appendix containing "some short rules for casting interest and rebate;" also rules for mensuration. To find the tonnage of a ship we are directed to "multiply length of keel by breadth of beam, and the product by depth of hold and divide the last product by 95, and that quotient by the tonnage." The strength of cables and consequently the weight of their anchors, are declared to be as the cube of their peripheries.

The simple instructions in bookkeeping here include some odd entries, as,

Samuel Stacy Dr. "To 2 weeks work of my daughter Ann, spinning yarn at 75 cts. a week, ending this day." "To setting 500 panes of glass by my son John, at 11 cts." "To 3 days work of my man William in finishing off kitchen at 84 cts. per day," and "Edward Jones Cr. to 4 months hire of his son William at \$10 per month."

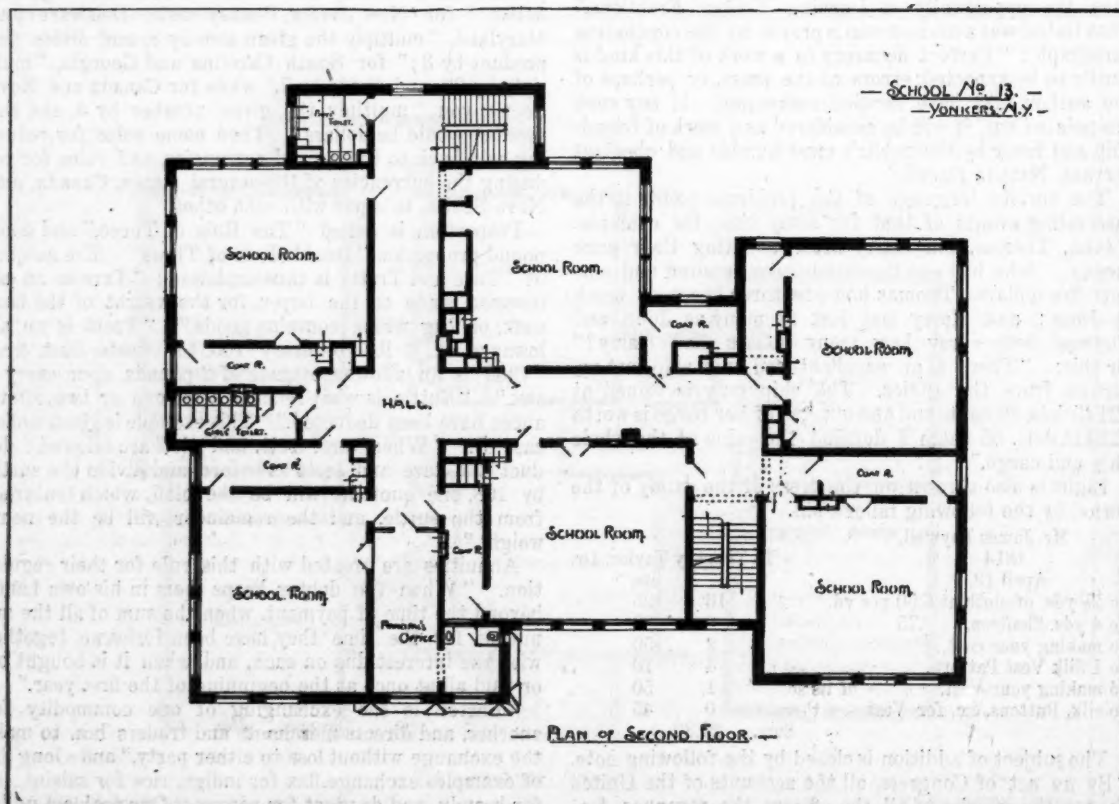
The habits of those days are sufficiently indicated by this entry:

"Joshua Billings Dr. to 1 pint French brandy, to 1 quart cherry bounce, to 1 barrel cider, to 1 hogshead rum;" while Samuel Green is brought in "Dr. to 4 spelling books at 20 cts. for children, by the amount due for 12 months of London Gazette," and Cr. "by my note of this date endorsed by Ephraim Dodge, at 6 months, for a yoke of oxen bought of Daniel Mason of Lebanon."

Johnathan Curtis is debtor "to an old bay horse, a four-wheeled wagon and half worn harness," and Cr. "to amount of order dated March 26, 1802, in favor of Fanny White, paid in 1 pair yarn stockings 54c."

Probably human nature was much the same then as now, for the Judge of the County Court is mentioned as Dr. "to 1 empty cider barrel." We are left to speculate as to what became of its contents.

THE SCHOOL JOURNAL will not be issued during the weeks ending with July 28 and August 4. The number for August 11 will appear as usual.





## School Law.

### Recent Legal Decisions.

Compiled by R. D. FISHER.

#### Compulsory Education Law.

This action was brought to compel by mandamus the Shelby county, S. C., council and auditor to make an appropriation of money to pay for school books and clothing that will probably be needed during the next year to supply poor children with the means of attending school, as provided in the compulsory education law. The defendants resisted on the ground that the respective school townships ought to bear the expense and not the county. The trial court decided that the county should bear the expense and issued a writ of mandamus from which action the council appealed. The supreme reversed the trial court but does not decide which municipality must finally bear the cost of providing the books and clothing. It holds, however, that the compulsory education law requires school corporations to provide books and clothing when they are necessary, and does not require any action by the county until an itemized list of the aid furnished and the children to whom it was given is presented by the school corporation. The court presented a petition for a writ of mandamus against such officers to compel the making of an appropriation for purchasing books and clothing for poor children during the current year. It merely alleges in general terms that there are an indefinite number of children in certain townships who will probably require such aid during the next school year does not state a cause of action.

The Shelby County Council *et al vs. ex rel*, State School City of Shelbyville. (Ind. S. C., June 20, 1900.)

#### School-House Removal.

In this action it was shown that twelve persons living in the district who have children of school age petitioned that the school-house be removed. The trustee approved the petition, and sent it to the county superintendent. Before he had acted on it, a protest signed by the remaining five persons having children to send to school, and by two of these who had signed the petition, and ten residents of the district having no children was also presented. The superintendent decided that only the twelve persons with children were entitled to be heard on the subject of removal and as seven of them had signed the petition he ordered that a school-house be built in a new location.

The defeated patrons then brought mandamus proceedings to compel the trustee to maintain a school at the old place. The trial court decided that he should be compelled to do so. The supreme court affirms and holds that it is only upon the concurrent petition of the patrons of the school and trustee that the county superintendent acquires jurisdiction to order such change of site, and such an order made over the protest of a majority of the patrons in the district is void, and forms no defense to an action to compel the maintenance of a school at the old location. That a part of the patrons who protested against removal of the school-house had before joined in a petition for its removal was no reason for refusing to count them against the proposed change.

Carnahan Trustee *vs. John Eads et al*. (Ind. S. C., June 22, 1900.)

#### Employment of Teacher.

This action was brought to recover for her services as teacher in one of the defendant's sub-districts. Her cause of action was based upon contract and for reasonable value of her services. The evidence showed that the plaintiff was hired by a sub-director of a sub-district, after the defendant's board of directors had passed a resolution refusing to hire her. This action of the board was known to her and to the sub-director who made the contract with her before she entered into the contract, and before she commenced teaching. Held, that where a teacher entered upon the duties of teacher with knowledge that the township board of directors had by resolution refused to employ her, she cannot recover against the township for her services.

Galletine *vs. District Twp.* Washington, Carrol Co. (Iowa, S. C., May 24, 1900.)

#### Teacher's Contract.

1. Where a school board recognizes a person acting under a contract as a teacher of one of its schools, and pays such person her salary therefor, they are thereafter compelled in an action by the teacher, to recover damages for breach of the contract where she was dismissed before the expiration of the term of her employment. The validity of the contract, on the ground that it was entered into by the members comprising the board without meeting and acting as such cannot be questioned.

2. Under the statute authorizing school boards "to employ or discharge teachers" it is not necessary that the members thereof should meet and act as a board in order to make a valid contract for the employment of a teacher, where they all assented to the employment.

3. In an action for dismissal or breach of contract, where the board refused to let plaintiff complete her term, the board cannot set up in its answer that she was incompetent, unless having complied with the statute by giving her due notice and on good cause shown.

4. In an action by plaintiff to recover a salary under a contract, where she alleged that she had a certificate entitling her to teach in the county contemplated by the contract, it was not error to strike from the answer allegations that plaintiff was never examined at the county seat of such county, or elsewhere therein, at any regular or special examination by the superintendent or his deputy; or allegations that the certificate on which she relies was issued by mistake, and thru misapprehension of the law regulating and controlling the issuance of such certificates, as, in the absence of fraud, the certificate cannot be collaterally attacked.

5. Where a contract to teach is signed by only two of the three members of the board the contract is not invalid for that reason.

School District, etc., Jefferson Co. *vs. Stone*. (Colo. S. C. May 25, 1900.)

#### Dismissal of Teachers.

Where a school board dismissed a teacher upon the ground that she had applied for a position in another school, in an action brought by her to recover her salary for the unexpired portion of her term (which she was deprived of teaching), a letter written by a third person to the school board is admissible to show that the application complained of was made before the teacher had accepted her position.

Custer *vs. School Dist. etc.*, Pa. Supr. C. (Del. Co., May, 1900.)

#### Change in School Books.

Under the laws of Pennsylvania (1871) no district can make any change in the school books or series of text-books used in any school more than once in every period of three years.

2. The provisions of the law. (P. L. 625) relating [to meeting of the directors or controllers and teachers of each school district, to select and decide upon a series of school books in the different branches to be taught during the ensuing year, and requiring that such books shall be used in the schools of the district during said period, are mandatory, and must be observed by school directors.

Glyn *vs. School Dist. of Fell Twp.* (Pa. C. P. C., May, 1900.)

#### Indiana—May Compel Vaccination.

After considering the case for two years, the Indiana supreme court has decided that it is within the power of the state legislature to compel vaccination. The decision was rendered in the case of Frank D. Blue to restrain Fannie M. Beach and Orville E. Connor, respectively, a teacher and superintendent of the public schools of Terre Haute, Ind., from excluding his son, Kleo Blue, from school. The justification in excluding the boy was in the failure and refusal of Blue to have him vaccinated when the school board ordered that no child should be permitted to attend school unless vaccinated. This action was taken under the general rule adopted by the state board of health and the local board of health as a necessary precaution against a threatened epidemic of smallpox. In deciding the case the court said: "Our decision does not, in any manner, under the circumstances, depend upon the proposition that vaccination is a preventive of smallpox. With the wisdom or policy of vaccination, or as to whether it is or not a preventive of the disease of smallpox, the courts in the decision of cases like this have no concern. It is a question about which medical men differ, a large majority of whom, however, affirm that it serves as a preventive of, or a protection against this dread scourge. There is no express statute in this state making vaccination compulsory, nor imposing it as a condition on the privilege of children attending our public schools. But the act of the appellees in excluding Kleo Blue from the public schools in question, under the facts, was justified, as an emergency under the rules and law of the respective boards of health. But the order or rule excluding appellants from school could not be so considered as having any force or effect beyond the existence of the emergency. The policy of vaccination is one for the legislature or board of health to determine; that the preservation of the public health is one of the state's duties, and that compulsory vaccination is clearly within the police power of the state."

The force of this decision is that a child may be given the choice to be either vaccinated or remain out of school until the danger of smallpox has passed.

## School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

### Exhibit of Stuffed and Mounted Animals at Paris.

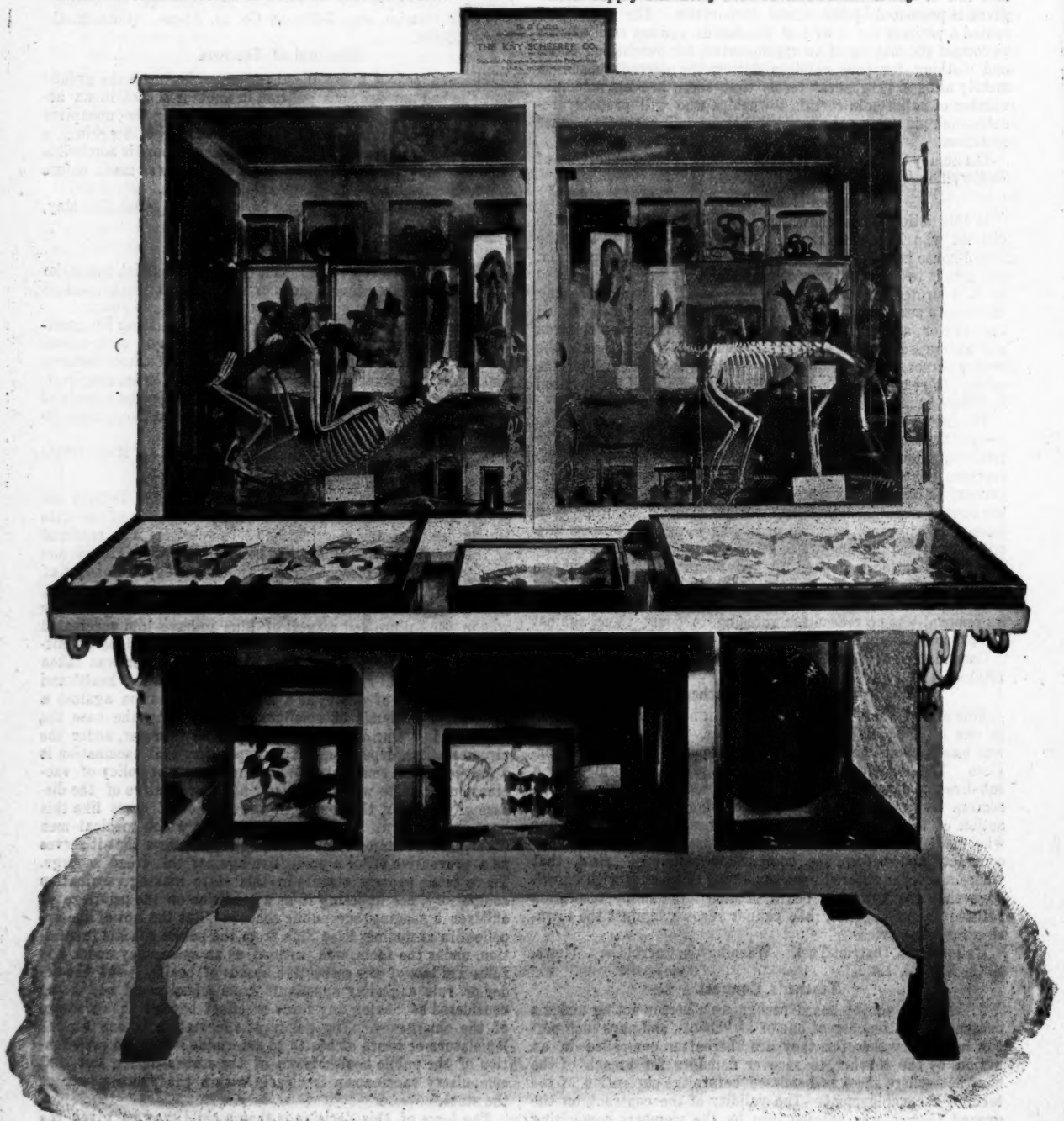
A very extensive exhibit has been placed at the Paris exposition by the department of natural science of the Kny-Scheerer Company of New York. This department is under the able supervision of Dr. G. Lagai. The exhibit includes a school collection consisting of sparrow-hawk, screech owl, king fisher, chestnut sided warbler, yellow warbler, Baltimore oriole, orchard oriole, scarlet tanager, catbird, blackbird, and other familiar birds. In addition to these there are specimens of various kinds of insects, crustaceans, fishes, reptiles, etc. Among these are many that show the metamorphoses, the protective coloring, and the color variations of insects. Our readers who visit Paris this summer should not fail to see this exhibit.

### Artificial Slates for Blackboards.

Much complaint has been made against the shiny blackboards that have been widely used in the schools, it being held that they injure the pupils' eyes. Another species of board is offered by H. S. Sook & Son, Los Angeles, Cal., that is free from this objection. It is a slating, prepared in liquid form and applied to the surface, where it is calculated to remain. A "flat green" is preferred to a "shiny black," because objects can be seen on it better, because it is restful to the eyes, and is the color in which all nature is clothed. The cost is reasonable, it being only about one-third that of natural slate. Many educators testify to the value of this "artificial green slate," including Supt. Greenwood, of Kansas City and Supt. Neely, of St. Joseph, Mo.

### Japanese Pottery For the Schools.

The art movement in the schools is taking a new direction; this is toward the study of Japanese productions, which have been introduced by the Prang Educational Company. Their first importations of Japanese pottery, to be used in the schools as material for elementary studies in "still life," were received with enthusiasm by art teachers and supervisors. Another supply has lately been received from Awaji.



The Kny-Scheerer Mounted Specimens. (See also illustration on page 14.)



This Japanese pottery is classified for use in different grades of schools. The primary set includes twelve pieces, averaging between two and three inches in height; it gives twelve different forms and twelve colors, illustrating familiar types with simple modifications. The price is \$2 a set.

Grammar grade set No. 1 contains six pieces, averaging from five to six inches in height and showing six colors. Price, per set, \$2.50.

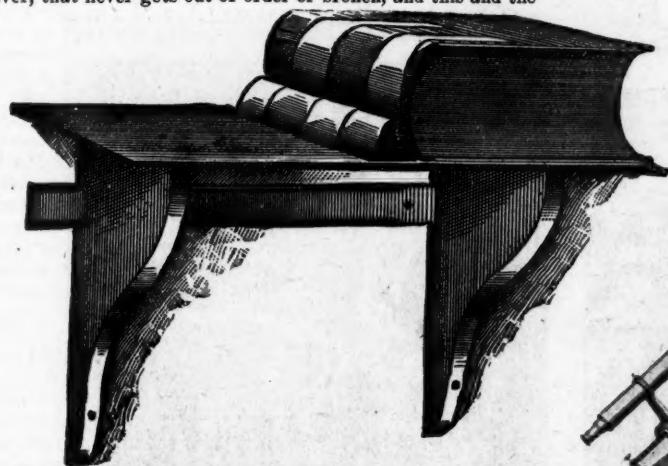
Grammar grade set No. 2 also comprises six pieces, averaging from five to six inches in height, and showing six different colors. Price, per set, \$3.

Prang's new set of water colors No. 1, with three colors—red, yellow, and blue—is well liked by supervisors. It is a great educational advantage for pupils to learn to produce all desired colors thru experimental mixture of the standard primaries.

#### Protection for the Dictionary.

A dictionary is the largest and most expensive book in use in the school. If careless or inexperienced persons handle it, without some means be taken for its protection, it will soon be destroyed. J. M. Olcott & Company's holder, known as the Bartlett Holder, will prolong the usefulness of the dictionary, for several years at least.

The advantages of their plan for the protection of the big book are the following: First, they provide a heavy canvas cover, that never gets out of order or broken, and this and the



book are held by four broad straps to a triangular cross-piece. Thus the back and sides of the book are shielded from all possible damage by friction or soiling. Being held securely in place, it cannot sustain damage from falling or careless handling. When not in use the dictionary rests naturally upon its side, not upon its back or end, thus avoiding any strain upon the threads; when the book is open the back is supported by the crosspiece, so that it cannot be flattened out, and the leaves torn from the threads. Furthermore, it cannot be taken from its place, and everyone always knows where to find it.

#### High Qualities of Johnston's Maps.

Every one knows that the Royal Geographical Society is the highest authority on political boundaries. All ought to know also that the W. & A. K. Johnston's maps are just as good authority, because they are the official engravers of this society. These maps are desirable in the school-room because the teacher may feel confidence in their accuracy; but besides being accurate they are clear, distinct, and beautiful. These features are obtained by engraving the maps on copper plates, coloring them in permanent, distinct oil colors, and harmonizing these colors so as to produce an artistic appearance. J. M. & Olcott Company, of Chicago and New York, will send, on request, a list giving descriptions of the maps.

#### Useful Articles for Naturalists.

We would call the attention of those who are interested in the study of insects and other members of the animal creation to the new breeding cases prepared by the department of natural science of the Kny-Scheerer Company, New York. These are intended for larva, and are also suitable for keeping live reptiles, batrachians, etc. They are made of zinc sheet metal, and zinc wire gauze, are non-corrosive, can be folded for packing, and are easily adjusted again. The regular size, twelve inches wide, twelve inches long, and sixteen inches high, with door costs \$2.

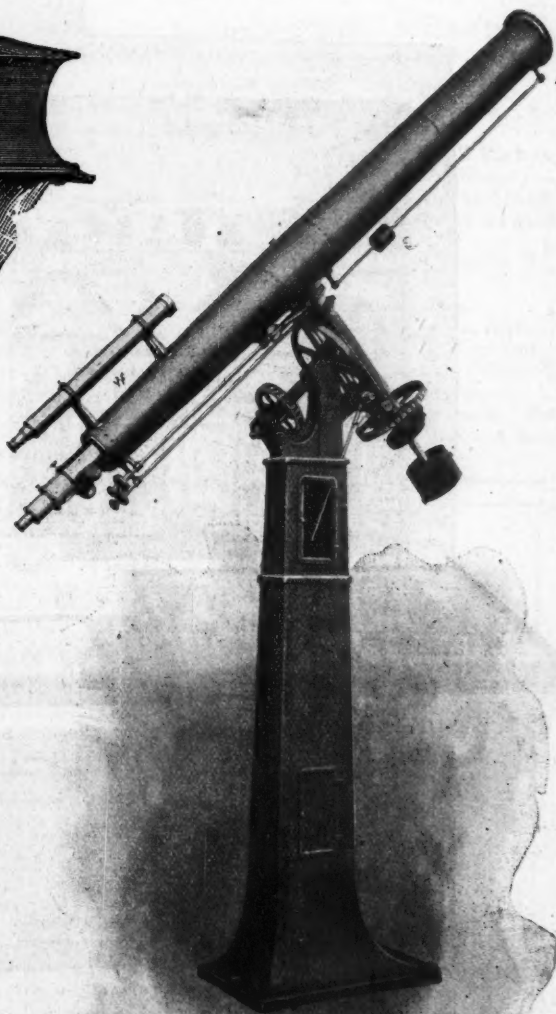
Another useful article is the Improved Swiss net frame, made very strong. It may be folded so that it occupies very little space, a very desirable feature sometimes when long trips are made. The price of this article is seventy-five cents, but special prices are made for quantity orders.

#### A Six-Inch Astronomical Telescope.

An instrument that will meet all the ordinary requirements of the astronomical student or teacher, is the six-inch telescope of Warner & Swasey, of Cleveland, Ohio, an illustration of which is here given.

The column supporting the equatorial head of this telescope is of cast iron and extends below the floor, its broad base making it very stable and rigid. The equatorial head has an adjustment in altitude sufficient for the latitude of our Northern states. The axes are provided with both coarse and fine circles—the former graduated and figured in white on a black background, and the latter graduated and figured on pure silver and read by the usual magnifiers. The clamps and slow motions, both in declination and right ascension, are carried to the eye end of the instrument within easy reach of the observer. This improvement dispenses with all ropes and cords, such as were necessary on the old type of instrument.

The eye end of the telescope is provided with means for the easy attachment of a spectroscope, or other accessory apparatus. The driving clock is placed within the iron column, near



the top, and is protected from dust and injury by plate glass doors. This driving clock is governed by a double conical pendulum, mounted isochronously, in such a manner as to most perfectly control the motions of the telescope. The entire instrument, both in design, workmanship, and efficiency, is of the highest grade and such as any astronomer would be proud of.

## Educational Trade Field.

It is reported that English capitalists have been conducting negotiations for the control of a number of American printing houses. Among these are the Wynkoop-Hallenbeck-Crawford Company, the Martin B. Brown Company, and one other of New York; the J. B. Lyon Company, the Albany Argus, and Weed, Parsons & Company, of Albany; the Albany plant of the Wynkoop-Hallenbeck-Crawford Company, and a Chicago plant. The negotiations are said to be conducted by Mr. Diamond, an English millionaire.

An order from the board of education of Kansas City that no agents are to call on any members of the board in regard to books has been hanging for some time in the office of Supt. Greenwood. Agents are directed to get blanks from the secretary to fill out and return to him. A recent meeting of the board was set apart for a hearing of what the agents had to say. Representatives of eleven publishing houses appeared and explained the merits of some fifty or sixty school books.

BALTIMORE, MD.—Teachers of this city have been purchasing supplies out of their personal funds, as the new board that took

charge of the schools March 1, made no contract for them. The trouble was that the appropriation for the general expenses of the schools had been overdrawn. As another evidence of the lack of funds for running expenses it is stated that the janitors of many of the schools have been compelled to buy soap and scrubbing brushes.

The Standard Crayon Company, of Lynn, Mass., has issued a handsome and comprehensive catalog of its wares, which consist of crayons of all colors and qualities. Among the novelties is a patent holder which grips the crayon at both ends in such a manner that if broken it cannot slip out.

A strong supporter of the International Correspondence schools, of Scranton, Pa., is the United States Cast Iron Pipe and Foundry Company, of Cincinnati, O. In one of the shops the company has fitted up a room with drawing apparatus for those of its employees who are students of the schools. The class, which numbers about fifty, includes the general manager. The studies are carried on during working hours, and the firm aids in every possible way.

*The Little Artist* is a new publication issued by Ernest Knaufft, 132 West 23d street, New York, and devoted to hints for young people who are fond of drawing and painting.





The two London book publishing houses which are most prosperous to-day are the Macmillans and Longmans. Each has a big line of educational books, which is a great source of profit.

### State of Washington's Text-Books.

According to the *Western Journal of Education*, a lively time was had at the recent meeting of the state board of education of Washington which was called together to adopt text-books for the schools for the next five years. The board consisted of F. J. Browne, superintendent of instruction, County Superintendents W. J. Meredith, R. E. Friars, and F. H. Plumb, and J. L. Dumas, principal of the schools of Dayton.

In addition to the bids sent in by the publishers the following personal representatives were present: J. D. Williams, Maynard, Merrill & Company; John Knox, Silver, Burdett & Company; Mr. Goho, American Book Company; Mr. Marcerum, C. Sower Company; Mr. Washburn, G. & C. Merriam & Company; Caspar Hodgson, D. C. Heath & Company; Messrs. Barnes and Gilsen, Ginn & Company; Ira L. Eaton, Eaton & Company; A. W. Hobson, Scott, Foresman & Company; Mr. Rowlan, Woodward, Tiernan & Company; J. N. Hunt, Butler, Sheldon & Company; Mr. Ainsworth, Ainsworth & Company; Mr. McCord, Rand, McNally & Company; Mr. Pugh, Werner School Book Company; E. F. Goodyear, Macmillan Company, Mr. Hohenshell, Crane & Company. In addition to these there were present several representatives of the Westland Publishing Company and of the Typographical Union.

The fight of the representatives of the different publishers for the placing of their respective text-books on the list was an exciting one. Long before the board met several of the representatives had visited members in various parts of the state, but, while they were received courteously and hearings given on the merits of their books they were given no positive assurances that their books would be approved. Indeed the members of the board themselves did not know how the vote would be, within twenty-four hours of the time it was taken. There were attempts on the part of certain firms to combine on certain books, and in some cases the combination was made, but proved ineffective. In this strife for recognition it may be taken for granted that the demerits of the other firms' books were fully set forth.

The Westland Company had an advantage over the other publishers on account of its being a local firm, and Supt. Browne believed in local publication. To every one he said that the raw material, whether brains or labor, of the state of

Washington should be utilized in home manufacture. The following result, reached after a discussion of five days by the board, shows that altho the Westland Company received substantial recognition the Eastern publishers were in most cases successful:

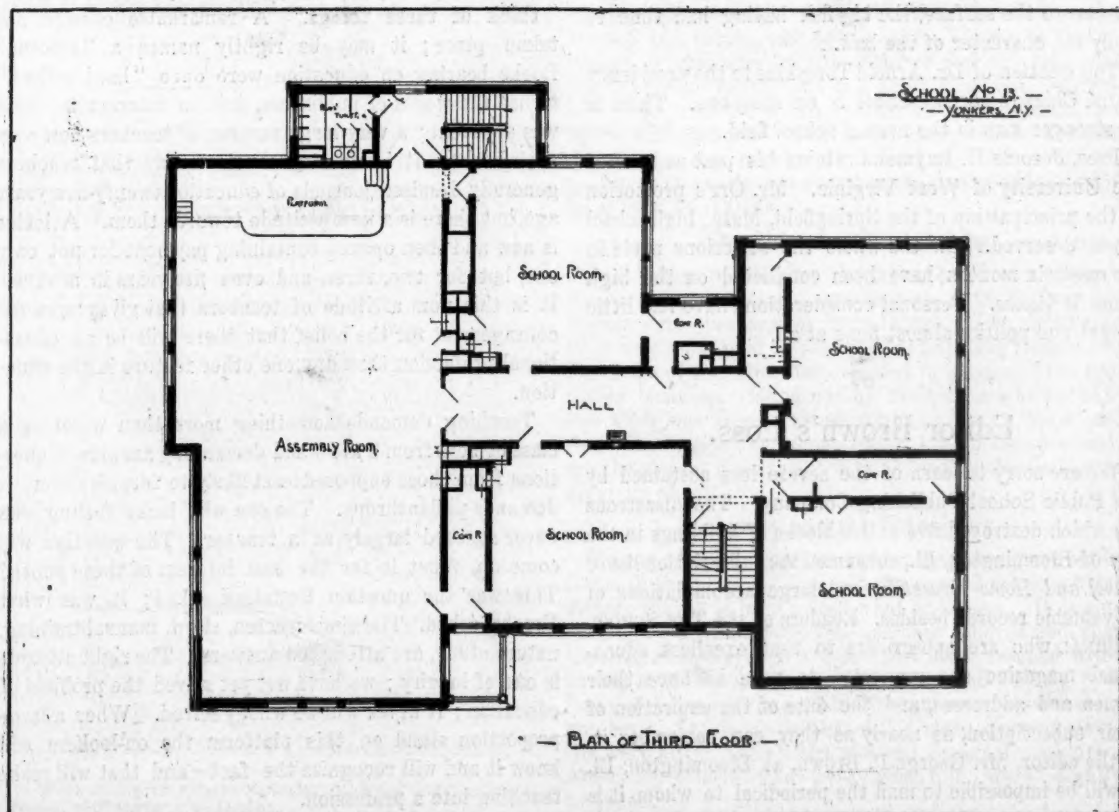
#### FOR COMMON SCHOOLS.

- ARITHMETIC.—Walsh's Primary (D. C. Heath & Co.)  
Walsh's Grammar School. (D. C. Heath & Co.)  
READING.—Lights to Literature (two books). (Rand, McNally & Co. New Century (four books). (Rand, McNally & Co.)  
LANGUAGE.—Woodward and Tiernan Language Lessons. (Woodward, Tiernan & Co.)  
One-book Course—Reed and Kellogg. (Maynard, Merrill & Co.)  
HISTORY.—Primary—Mowry. (Silver, Burdett & Co.)  
New Era—Burton. (Ira T. Eaton & Co.)  
CIVICS.—"Why We Vote." (Westland Publishing Company.)  
Dole. (D. C. Heath & Co.)  
SPELLING.—Hughes's Graded Spelling Book. (Westland Publishing Company.)  
WRITING.—Primary Grades—Natural System; Vertical. D. C. Heath & Co.)  
Grammar Grades—St. John's Tablets. (Westland Publishing Company)  
PHYSIOLOGY.—Krohn's Graded Lessons. (Westland Publishing Co.)  
GEOGRAPHY.—Harr Wagner's New Pacific. (Westland Publishing Company.)

#### HIGH SCHOOL ADOPTIONS.

- ENGLISH.—First Year—Skinner's Studies in Literature. (J. H. Miller, Lincoln, Neb.)  
Second and Third Years—Herrick and Damon's Rhetoric and Composition. (Scott, Foresman & Co., Chicago.)....  
SCIENCE.—Physics, Chemistry, Botany, Zoology, Psychology, and Political Economy are left to the option of the local districts.  
HISTORY.—United States—McLaughlin's. (D. Appleton & Co., New York.)  
European—Adams's. (Macmillan Co., New York.)  
CIVIL GOVERNMENT.—Fiske's. (Houghton, Mifflin & Co., Boston.)  
GEOGRAPHY.—Tarr's Physical. (Macmillan & Co., New York.)  
LATIN.—Second-Year Latin—Ginn & Co.'s Course. (Ginn & Co., Chicago.) The remainder of the Latin readopted.

The awards meant thousands of dollars to the winners. The people of the state feel that the members of the board have adopted an excellent series of books.



**The School Journal,**

NEW YORK AND CHICAGO.

WEEK ENDING JULY 7, 1900.

**Some Important Changes.**

These are days of exciting changes and maneuvering for changes in high places. Miss Sarah Louise Arnold and Mr. George H. Martin have both failed of re-election as supervisors of the Boston schools. Mr. Seaver was also refused reappointment to the superintendency, the vote against him standing twelve to ten. However, indications are that he will be re-elected in the near future and that the present opposition to him is merely a show of strength on the part of those who would like to coerce the superintendent to do their bidding. Generally speaking, Boston is the best governed municipality in the United States. But its school politics are notoriously partisan and of a kind that the usual boards of aldermen are run on.

Supt. Klocke, of Helena, Mont., takes Mr. Campbell's place as principal of the New Hampshire State normal school at Plymouth. Mr. Klocke did splendid work as superintendent at Leavenworth, Kansas, and was very successful in his last position. Whether he will meet the expectations of the staid people of the Granite state, and particularly of the stern Puritan community of Plymouth, must remain a matter of conjecture. As a school man of the best modern type he has few superiors.

Rochester, N. Y., is still discussing the feasibility of choosing a new superintendent, losing meanwhile more and more the opportunity of securing a first-rate man. An election so long spun out is pretty apt to bring a minnow to the surface, the big fish having had time to study the character of the bait.

The election of Dr. Arnold Tompkins to the presidency of the Chicago normal school is an ideal one. There is no stronger man in the normal school field.

Pres. Jerome H. Raymond retains his post as head of the University of West Virginia. Mr. Orr's promotion to the principalship of the Springfield, Mass., high school is well deserved. On the whole the selections made in the past six months have been conducted on the high plane of fitness. Personal considerations have had little weight and politics almost none at all.

**Editor Brown's Loss.**

We are sorry to learn of the severe loss sustained by the Public School Publishing Company. The disastrous fire which destroyed five entire blocks of buildings in the city of Bloomington, Ill., consumed the subscription list of *School and Home Education* and large accumulations of its valuable records besides. Readers of the *THE SCHOOL JOURNAL* who are subscribers to that excellent educational magazine are requested to send at once their names and addresses, and the date of the expiration of their subscription, as nearly as they can remember it, to the editor, Mr. George P. Brown, at Bloomington, Ill. It will be impossible to mail the periodical to whom it is

due without this information. The next number of *School and Home Education* will be published September next.

**Make Arrangements Early.**

The local committee of the convention have carefully planned as far as lay in their power for the comfort of the members of the N. E. A., but they earnestly urge an early application to the chairman of the committee on accommodations, Mr. J. Adger Smyth, for entertainment in private families. Every effort will be put forth to find suitable accommodations for all delegates. Representatives of the reception committee will board the incoming trains at stations previous to Charleston and give all necessary information and aid in finding homes, whether at hotels, boarding houses, or private dwellings. Then, upon arrival at Charleston, messenger boys will conduct the delegates to the places selected.

**The Teacher's Attitude.**

During the past fifty years a great deal has been said concerning the teacher's profession; many have urged the importance of there being a profession and supposed it only needed additional knowledge of subject matter; others considered there must be pedagogic attainments; a third class feel that the essential thing is the teacher's attitude—the light in which he holds his work.

Certainly Pestalozzi was not a man of great scholastic attainments, neither was Froebel; but both considered the teaching of children as a work worth the devotion of all their powers. Let it be noted that there are lawyers, physicians and clergymen that are not professional people—they are time-servers, wage-earners.

The great object aimed at by *THE JOURNAL* was to call attention to things pedagogic and say to the teacher "think of these things." A remarkable change has taken place; it may be rightly named a "reform." Books bearing on education were once "hard sellers," to use the words of publishers, but an interest in them was apparent; a very large number of teachers now own such books. It is not too much to say that teachers generally despised journals of education twenty-five years ago, but there is a new attitude towards them. A letter is now and then opened containing payment for not only one, but for two, three, and even five years in advance. It is this new attitude of teachers that gives more encouragement for the belief that there will be an educational profession than any one other feature in the situation.

Teaching demands something more than watching a class of boys from 9 to 13 and demanding answers to questions from those supposed least likely to furnish them; it demands philanthropy. The one who lacks feeling will never succeed largely as a teacher. The question will come up, What is for the best interest of these youth? This was the question Pestalozzi asked; it was what Froebel asked. The kindergarten, sloyd, manual training, nature study, are attempted answers. The right attitude is one of inquiry; we have not yet solved the problem of education; it never will be wholly solved. When a large proportion stand on this platform the on-lookers will know it and will recognize the fact—and that will make teaching into a profession.

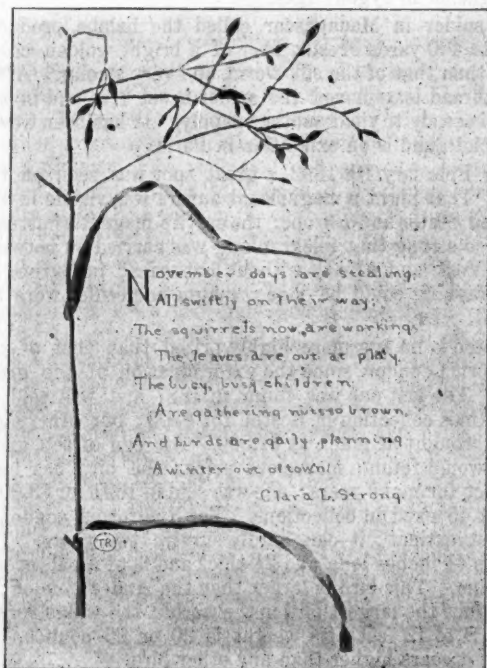


Readers of last week's JOURNAL no doubt enjoyed the charming letter from Editor Edward F. Bigelow, of *Popular Science* and the "Nature and Science" department of *St. Nicholas*. Altho nature study is a part of every school curriculum, the number of those who give their lives to its pursuit is small. It is, then, an interesting fact that Mr. Bigelow has been on out-of-door excursions with about 4,500 children this last year, going in all a distance of some 175 miles. He takes his boys and girls on these nature outings to the fields, forests, meadows, and swamps. The great success of his department in *St. Nicholas* has been noted and his work among school children has attracted the widespread attention of educators.

The advertising pages of the summer number of THE SCHOOL JOURNAL offer a comprehensive survey of all important publications, new scientific apparatus, school appliances, and other articles of special interest to those who wish to keep up with educational progress. They are worth a careful reading. In fact that number has come to be regarded as the most complete record of the year's contributions in all departments of education in the broadest sense, and the products of the school supply field are of special importance as showing in a striking way the conditions and practical demands of the schools.

Present indications point to an attendance at the Charleston convention of less than 5,000. Figuring on the basis of even the most glowing predictions the 7,000 mark appears pretty high.

THE SCHOOL JOURNAL will not be issued during the weeks ending with July 28 and August 4. The number for August 11 will appear as usual.



Art Work in North Adams Schools. Memory and Language exercises, with Decorative Design.

## The Busy World.

### A Great Century.

It is often said that the present century has been a most important one. Thoughtful educators will agree that in the direction of physical discovery and invention it certainly has been particularly great; archaeology, biology (especially bacteriology), botany and chemistry have become sciences; psychology is beginning to assume a scientific character and is the one great exception to the rule, that all discovery has been limited to the realm of matter.

Some of the great inventions in the applications of force are: the cotton gin, the sewing machine, the steam locomotive and steamboat, the harvester and thresher, the dynamo, the cylinder printing press, electro plating, machine typesetter, the typewriter, the screw propeller, iron or steel ships, the turbine water wheel, the telegraph, telephone, and phonograph, the elevator, the friction match, electric lighting, heating and welding, gas lighting and heating, manufacture of ice, photography, the spectroscope, the X-rays.

There have been numerous discoveries. (Discovery and invention go close together, the latter often following the other immediately.) Among the discoveries are coal and petroleum. From the latter a vast variety of useful products have arisen: That paper can be made from wood; that gold can be reduced by the cyanide process; that steel can be made direct from iron; that of anesthetics, of bacteria; that fruit and meats may be hermetically sealed and kept indefinitely; cold storage.

Philosophy has proposed theories that are accepted as accounting for things in our world. Among these are the wave theory of light; the molecular theory of matter; meteoric origin of the cosmos; the vibration of atoms; the cell theory of organisms; the progression of life from the simple to the complex.

### Three Steamships Burned.

A fire that broke out on the afternoon of June 30 at the American terminal of the North German Lloyd Steamship Company, in Hoboken, N. J., caused enormous loss of life and property. It is said that the conflagration started in a cotton bale on the pier. Owing to the inflammable character of this material and the high wind the fire spread rapidly and in a short time had destroyed the docks and three large steamships, the *Main*, the *Saale*, and *Bremen*. The great liner, *Kaiser Wilhelm der Grosse*, was saved. It is said the loss of life will mount up to nearly 400 and that the loss of property will be at least \$6,000,000.

### The New Arctic Eldorado.

A ship that recently arrived from Cape Nome, the new *El Dorado* of the north, says that on June 22 forty-two vessels were discharging cargo there. Two dollars an hour was being paid to the men for handling freight and the crews of the ships had deserted to engage in the profitable business. Hundreds of houses were being built and work was being rushed night and day. It is said that the diggings at Nome, which are on the sea-coast, are the richest known, not even excepting the California diggings of '49.

### Chinese and the Foreigners.

Events of a very important character have occurred in China in the past few days, yet the reports are so contradictory that it is hard to tell what to believe. It is certain, however, that Tien-Tsin has been relieved and that Vice-Admiral Seymour's force has been rescued after having kept at bay between Tien-Tsin and Peking, by a force of "Boxers" and Chinese regulars many times its number. Seymour's force lost 374 men, of whom sixty-two were killed. Capt. McCalla and Ensign Taussig, two American officers who were with him, were slightly wounded.

The powers are making great efforts to hurry men and ships to China. Brig.-Gen. Chaffee, who commanded a section of the American army in Cuba, has been assigned to the command of the Americans in China. The Ninth U. S. infantry sailed from Manila a few days ago.

Nothing definite is known as to the situation in Peking, and there are the most contradictory rumors in regard to the foreign envoys and others. The report of the murder of the German minister, Baron von Ketteler, is confirmed. He was slain in Legation street on June 18 and his body hacked to pieces.

#### Heroic Admiral Philip Dead.

Sorrow was felt all over this land when it was reported that Rear-Admiral John W. Philip, one of the heroes of Santiago, had died suddenly. Philip was as merciful as he was brave, for it was he who, as commander of the Texas, after the conflict with the Spanish fleet, admonished his men not to cheer as the poor fellows were dying. His death took place on June 30, three days before the second anniversary of the great naval battle. It now transpires that Philip had been a sufferer for five years from heart disease, and that he courted death in the discharge of his duty, altho warned of his danger repeatedly. His fellow officers fully appreciated his noble qualities. Admiral Dewey telegraphed to Mrs. Philip: "Your husband was God's own nobleman." The message sent by Secretary Long was: "Admiral Philip was one of the true heroes of the American navy."

#### The Oregon's Misfortune.

The battleship Oregon ran aground last week in a fog on the island of Hu-Kie, thirty-five miles north of Chee-Fu. She was on her way from Manila to Taku and had on board, in addition to her regular crew, 164 sailors and marines. Altho several holes were made in the bottom of the vessel by the contact with the rocks, it is hoped that she can be saved. The Oregon was the ship that made the famous trip from San Francisco around South America to Key West during the Spanish-American war.

#### To Improve Navigation in the Dnieper.

In volume of water the Dnieper river is the third largest in Europe, and its basin is inhabited by 12,000,000 people. But its value to commerce is diminished by rapids at several points. An English company has secured permission from Russia to undertake the enormous task of making the river navigable. The Englishmen believe that their enterprise will be successful, and that a great commercial development of southwestern Russia will result.

#### The Revolving Turret's Inventor.

Every schoolboy knows about Ericsson and his "Yankee cheese box" that fought off the mailed monster of the Confederacy and saved the Union fleet, in Hampton Roads in 1862. But another man, Dr. Theodore B. Timby, should be accorded a part of the honor, at least, for the invention of the Monitor. He was the inventor of the revolving turret, first used on the Monitor, and which has since brought such a revolution in the construction of warships.

Dr. Timby is now seventy-eight years old, an erect, fine looking, white-haired man. He lives in Brooklyn, N. Y. At a meeting held there recently a resolution seconded by Gen. Benjamin F. Tracy was adopted to instigate a movement to "correct a universally popular error," and to appeal to Congress to grant Dr. Timby "substantial recognition of his service in time of need."

#### Thomson's Bi-Centennial.

Early next autumn the bi-centennial of the birth of James Thomson, the author of "The Seasons," will be celebrated in Scotland. Thomson was born at Embra, Scotland, Sept. 11, 1700. He studied for the ministry at the University of Dublin, but gave up the idea of becoming a preacher and went to London in 1725 with the poem called "Winter" in his pocket. He was lucky enough to sell his poems of "Winter," "Summer," and

"Spring," and so secured a fair measure of money as well as fame. Among good judges of English literature in this hour Thomson would probably be classed as superior to Akenside, and the equal of Young, and as not greatly inferior to Collins and Gray.

#### The Democratic Convention.

The Democratic National Convention is in session this week at Kansas City. It is said to be a forgone conclusion that William J. Bryan will be nominated for president. The questions to be decided are, Who shall be the candidate for vice-president? and What shall be done in regard to silver? Some are in favor of simply reaffirming the Chicago platform of four years ago; others hold that a direct adoption of the 16 to 1 ratio should be made.

#### Boer Envoys Take Their Leave.

On June 26 the Boer envoys made their last plea to the American people for aid for their countrymen in South Africa at Cooper Union, New York city. They asserted that the trouble would never end. Lord Roberts' forces, however, are continuing their successes, and the power of resistance of the Boers is gradually but surely weakening.

#### Prohibition Candidates.

On June 28 the Prohibition convention at Chicago adjourned after having placed in nomination John G. Woolley, of Illinois, for president, and Henry B. Metcalf, of Rhode Island, for vice-president. The convention condemned the position taken by the old parties on the liquor question. Mr. Woolley is a brilliant author, editor, and lecturer; he is now editor of the *Chicago Lever*. The candidate for vice-president is very prominent in business and church circles in Pawtucket.

Livingstone enthusiasts are preparing to send into the heart of Africa a British monument to mark the spot where the explorer died. It is an obelisk of concrete blocks twenty feet high, with metal panels on the four sides.

Lake Chelan lies in the northern part of the state of Washington. It is a lake sixty-five miles long, one and one-half to two miles wide, and 3,000 feet deep; it lies in a crevice between high mountains, which was the work of a glacier in bygone ages.

A spider in Madagascar, called the halabe, produces 300 to 400 yards of silk fiber of a bright golden color, finer than that of the silk worm, and very strong. After the thread is removed the spider is set free and in ten days is ready to yield another supply. It has been woven into cloth and is on exhibition in Paris.

On February 13, 1892, a great spot was seen on the sun. That night a magnificent aurora was visible in the United States and Europe; the earth's magnetic currents were so strong that telegraphing was carried on between New York and Albany without batteries; in Europe no telegraphing could be done; magnetic needles were affected.

There is no egg more highly prized than that of the California condor, since the extermination of the great auk. The last one was found in 1887 and was sold to the Ames collection in Boston for \$800; but other eggs have brought as much as \$1,500. An egg of the great Auk would fetch a marvelous price; the bird has been extinct for many years; one was sold in 1891 for \$3,000; about 45 exist in collections. The California condor is almost extinct; it can hardly survive two years. The egg is  $4\frac{1}{2}$  inches long and  $2\frac{1}{2}$  thick and is of a pale greenish blue. This bird is larger than the Andes condor; it is in fact the largest bird in the world; the wings spread from 8 to 12 feet; its weight is 20 or 25 pounds. In flight it soars higher than any other bird.

Nervousness is cured by making the blood rich and pure with Hood's Sarsaparilla. It gives the sweet, refreshing sleep of childhood.



## Letters.

### The Present Danger.

Anyone who has been engaged in teaching for the past ten or twelve years will have noticed a change has taken place in the *attitude* of a good many principals and superintendents; it is a question well worth asking, whether the *hearts* of these persons have been changed. I have in mind a man formerly drawing his salary with regularity and spending his evenings over newspapers and novels, who is now lecturing on Froebel and Pestalozzi and talking about psychology and pedagogy. While visiting a class-room with him he remarked of a pupil, "he doesn't apperceive;" which I considered quite a neat way of telling me he was up in the new nomenclature. But the man is the same; there is no change.

There is a good deal of this going on. The disciples of the Old Education wink at each other and read essays on Comenius and Basedow. In the attempted advancement (and such the New Education must be reckoned) there are many who attend only to the outside of the cup and platter. A man may read Comenius and belong to the old or the new; only when he reads between the lines, or gets the interior meaning does he belong to the latter. And that leads me to say that there was always a large number who felt the truths disclosed by the new educators and who applied them successfully. The present danger is that the "talking set" will run the educational machine. A Socrates club will be formed; twenty will get together to hear one read a "paper" on Socrates; then they will hobnob over the ways and means to get legislation on points that will benefit some of the club; in fact that is what the club is for.

A good many are sorely disappointed to see that the educational clubs are run by the old educators; the thoughtful and conscientious set have no part in the movement—they cannot get a chance. Before this movement there was a set that ran the machine, that knew what the board of education intended to do, what could be got out of the superintendent, etc.; this same set ran the clubs. I do not mind this; it must be so in the nature of things. But what I fear is that these men shall undertake to do the thinking that will be needed. Saul was an able fellow, but he had to be converted before he could preach the new gospel. JERSEY.

### Education is a Force.

It depends on what is meant by education. A young man was sent by his parents to Yale college to be "educated;" he spent four years there and the faculty doubted whether to graduate him, but finally concluded to give him a diploma. He was sent for and the document handed to him with an expression of the doubts of the faculty as to their wisdom in conferring it. He seized it and rushed out shouting "Educated, by Jove!"

Let us turn now to another institution. A young colored man left a poor community, nearly all with mortgaged farms even the mule and the plow was mortgaged, the school house was a log structure ready to tumble down, the school term was three months, the teacher was a person of small attainments and no influence; he went to Tuskegee, Alabama, where he worked his way thru the normal and industrial institute, and came back "educated"—that is, with the forces in him developed.

He gathered the people together and imparted his knowledge; he bought fifty acres of land and cleared it and put it under cultivation; he built him a four-room house himself; he induced the people to build a new school-house and to extend the school term to seven months; he instructed them so that they are on the road to be out of debt. All this came about because a really educated man had come among them.

So in the school-room. If the teacher is a teacher he will be a *force* there. J. MORGAN HARRIS.  
Nashville.

### Photography in Schools.

Four years ago I exhibited some pictures I had taken during my vacation to my class in geography and found much interest was felt. I pasted these in scrap-books and laid them on the school table; they were frequently examined. Soon after I was consulted by a gentleman as to buying a camera for his son, which I advised. I found during the year that a camera club had been formed among the boys. Before closing for the year, I gave a talk on photography and pointed out the objects that should be selected.

When school opened a great number of photographs were exhibited; they were in scrap-books like mine. Of course, many of these were of a miscellaneous character but a great many had relation to geography; they presented trees, waterfalls, cliffs, brooks, rivers, and lakes. I have concluded that photography is a sort of manual training to be encouraged by teachers. One of the duller boys in school has shown an aroused intellect since the club was formed; he is one of the most expert in the use of the camera. The summer is often a season when boys go backward; photography gives them something to do. E. RUSSELL BOYNTON.

New York.

### The Three Great Subjects.

At the teachers' institute at Roslyn the conductor spoke of three great subjects of study, and one of the teachers asked him to name them. He in turn asked a prominent teacher what he deemed them to be. This one, after some consideration said, reading, spelling, and arithmetic. To this a large number assented. The conductor asked that a distinction be made; that evidently set most of them thinking of what studies would be most useful in carrying on a course of study; he was thinking of the studies that were most educative.

This led to a recasting of ideas. A conversation followed in which it was stated that finely educated people were known who were poor spellers.

"Then we will leave out spelling," said the conductor.

The next point made was that all well educated people were marked by thinking—the educated man is a thinker.

"You do not think of him as one skilled in arithmetic or drawing, or physiology or grammar, do you?" It was concluded that these subjects must be marked off.

"Useful, of course, but not the most useful."

It soon became evident that the teacher was thinking on different lines from those to which they had been accustomed. It soon was stated by a bright young woman:

"Why, I judge a person's education by his language."

In this there was general assent, but what were the other two subjects? A conversation led to the conclusion that it was not simply the fact that the person used words, but that he had thought.

"Then the expression or form of the statements he makes influences you."

A conversation ensued in which a principal quoted Coleridge, who was at one time seated at dinner beside a man of fine intellectual appearance, but who did not speak until some dumplings were brought on, then he remarked, "Them's the jockeys for me." This led to understanding that education was judged by the words selected. But soon another teacher said:

"Educated people think of things that others do not, and in a different way."

The rest of this valuable session was taken up by an explanation of the application of these principles in the various grades. It left a deep impression; one remarked that she had thought that children went to school to learn to read, write, and cipher mainly, but the professor put a higher construction on the teacher's work.

To teach children to think, to set them on suitable subjects of thought, to give them power to express themselves, to employ reading, spelling, and writing (penning) arithmetic, geology, drawing, and science to further these ends—that is the teacher's work. R. H. L.

## he Educational Outlook.

### Meeting of Scientists.

The American Association for the Advancement of Science opened its forty-ninth annual meeting in Havemeyer hall, Columbia university, June 25. The association is composed of a number of sections, each representing a branch of science, the chairman of which, with former presidents, and the year's officers, make up the executive council.

The general session of the association was called to order by the acting president, Prof. Grove Karl Gilbert, of Washington, vice Edward Orton, deceased. Hon. Seth Law gave the address of welcome to Columbia university.

The American Forestry Association, the American Chemistry Association, and the Association of Economic Entomologists had their opening sessions on Monday. Hon. Jas. Wilson, secretary of agriculture, president of the American Forestry Association, said in an address that the government had made a great mistake in not maintaining forest reservations. He prophesied that the primitive forests of the country would be exhausted in two decades.

On Tuesday the general session was continued and at the same time the annual meetings of several of the allied scientific organizations were in progress in the buildings within the college grounds. The American Forestry Association concluded its meeting in the afternoon. Dr. William B. Clark, head of the Maryland geological survey, presented a paper upon forestry investigation in that state. A paper on the forest conditions in Kansas was read by J. B. Brown, secretary of the Indiana Forestry Association. Mr. Brown's remarks dealt almost entirely with the artificial groves and belts which have sprung up in Kansas since 1870.

### REPORTS ON THE ECLIPSE.

There was a large attendance at all the sessions on Wednesday. Many papers of technical value were brought out. The Astronomical and Astrophysical Society devoted the morning to the nomination of officers for the ensuing year. In the afternoon papers were presented by J. W. Stockwell and Prof. Edward Frisby. A symposium of experiences connected with the observation of the solar eclipse of May 28, 1900, followed. Prof. Newcomb, as chairman of the eclipse committee reported briefly its efforts to secure co-operation upon the part of American observatories in general, and its suggestions to them in respect of the division of the work. The sensation of the hour was the exhibition of the immense prints of the Smithsonian institution. These were taken with the 135-foot camera, in which the new Harvard objective was employed.

An important paper was read Wednesday morning by Prof. Walter F. Wilcox, chief of the division of methods and results in the census office, on "A Difficulty with American Census Taking." The many valuable suggestions for making the enumeration more exact and of greater scientific value were closely followed and favorably commented on.

Mr. Edward Atkinson read two papers before the section of social and economic science that attracted much attention on account of their attitude towards the government. His attack was answered forcibly and cogently the following day by Prof. William Kent, author of well-known mathematical text-books and tables.

Wednesday evening in the American Museum of Natural History. Prof. Gilbert, the retiring president gave the annual address. He spoke on "Rhythms in Geologic Times," reviewing the methods employed for estimating the age of the earth. A general reception followed.

Thursday was a busy day. In the economic section a wide range of subjects was discussed. The audience in the mathematical section was noticeably small. Such abstruse matters as "The Metabilian Groups Whose Invariant Operators Form a Cylindrical Sub-Group," etc., were presented.

In the botanical section, the retiring president, Prof. Lucien M. Underwood delivered the annual address. "Torrey" day was celebrated in the new botanical garden where its great advantage as an educational force was noted.

The American Microscopical Society began its sessions on Thursday. The physicists devoted the day to papers on optical and electric phenomena. Zoölogists had a mixed program in the morning and devoted the entire afternoon to papers on blind animals.

### ELECTION OF OFFICERS.

Thursday evening the general council held a meeting at which it was decided to hold the next annual meeting at Denver, Col., beginning August 24, 1901. The following officers were elected: President, Charles Sedgwick Minot, Harvard Medical college, Cambridge; vice-president of the various sections of the general council; James MacMahon, Cornell university; treasurer, R. S. Woodward, Columbia university.

For the first time in many years the presidency goes to Boston. Prof. Minot is deserving of the high honor which has been paid him, being known all over the world as one of the most painstaking and thoro of original scientific investigators. Resolutions of respect to the memory of President Edward Orton who died during his term of office on October 51, 1899 were adopted.

### Art Studies in North Adams.

In his last report to the board of education Supt. I. Freeman Hall, of North Adams, Mass., suggests that true education means a correlation of all the educational forces—the home, the school, society, and church—each supplementing the other and all working harmoniously together. This idea of correlation Supt. Hall has carried out in all branches in the schools under his charge, as is evident from the charming reproductions of work done by pupils of the North Adams schools.

The two illustrations were photographed directly from the exercises as handed in by the children. They were not corrected by the teachers, and they were selected for reproduction, not to show the best work of a grade but to present what was fairly representative. (See pp. 17, 20.)

The dainty memory and language exercise with its oat design was done by a pupil in grade IV. Each member of the class had a specimen of oats or grass which he was to sketch in color with the brush. He was to arrange and write a memory gem near or within this spray, credit being given for good drawing, artistic arrangement, and good penmanship. Time allowed about forty-five minutes.

The specimen of brush work was done in water color, brown sienna, by a pupil in grade VI. The original was four times the size of the print. The pupil did some fine work in light and shade shown in the curling leaves, stem, buds, etc. The effects came out much better in the original than in the reproduction, as the background was a light tint of brown. Time, forty-five minutes.

The pen-and-ink sketch was drawn directly from a group of objects. The original was four times the size of the print. All the work is free-hand. The pupils were of the first year high school grade and had received instruction in light and shade with crayon and pencil. This was their first year of work with pen and ink. Time, one hour.

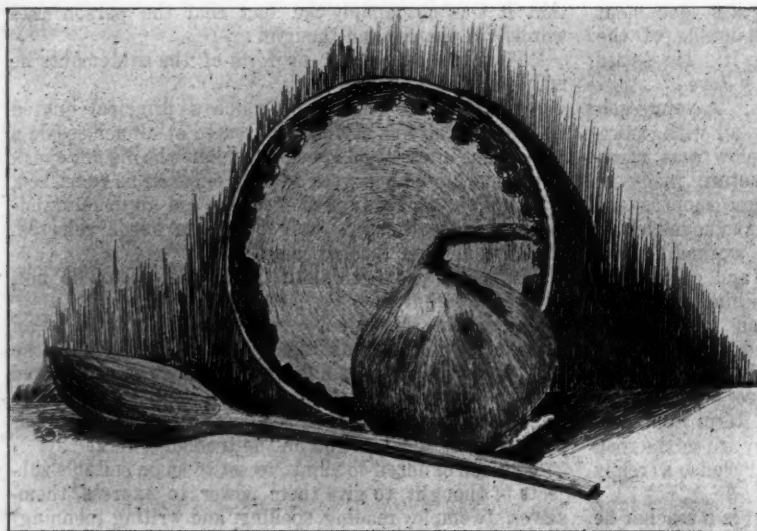
### Prizes for High School Pupils.

Pres. Frederick S. Talmage has made the following announcement to the high schools in New York state:

"The Society of Sons of the Revolution in the State of New York, as an incentive to the study of American history, offers to the high school scholars of New York state, of the two upper grades, three medals, one of gold, one of silver, and one of bronze, as first, second, and third prizes, to be awarded in order of merit for original essays on the subject 'The French Alliance of 1778: Its History and Importance.'"

"Competing essays are to contain not less than 1,775 or more than 1,900 words. They are to be signed with a nom de plume and accompanied with a sealed envelope having the nom de plume written on the outside, and to contain the writer's real name, grade, address, name of school, and a certificate from the principal that he believes the essay to be original. No more than ten essays will be received from any one school, to be selected and forwarded by the principal."

"All essays must be mailed to the secretary of the Sons of the Revolution, 146 Broadway, New York city, before Jan. 1, 1901. A committee of award will receive the essays, and when it reaches a decision



Art Work in North Adams Schools. Pen and Ink Sketch from Objects.



the envelopes containing the names of the successful competitors will be opened. Announcement of the award of the medals will be made on Washington's birthday, Feb. 22, 1901, and the prizes will be sent immediately to those to whom they are awarded.

"The first prize medal of gold will correspond in pattern upon its face with the seal of the society, reduced in size, and will bear upon the reverse the recipient's name. It will be suspended by a buff and blue silk ribbon from a bar bearing the word 'New York.' The second and third prize medals will be copies of the gold medal in silver and in bronze."

#### Commencement Gifts.

Besides the recent endowment of over \$1,000,000 to Brown university, other colleges have been treated to smaller sums. Harvard and Williams have each fallen heir to \$37,000 by the death of David D. Wells, of Norwich, Conn. Mt. Holyoke has lately received \$75,000 from individuals and alumnae associations.

Smith has been given \$25,000 by different persons. Among the smaller colleges Dickinson, is left \$10,000 by the late Alexander H. McFadden, of Philadelphia; Attorney Eggar C. Brackett, of New York has given \$30,000 to Cornell college at Mt. Vernon, Ia., of which he is a graduate; Franklin and Marshall college has had a bequest of \$2,000.

An interesting statement comes from President Jordan, of Leland Stafford, Jr., university to the effect that the endowment of the institution under his charge is greater than that of Harvard and Columbia universities combined.

#### Correspondence School.

DES MOINES, IA.—Announcement has just been made of the organization of the Correspondence School of Highland Park college, with Dr. Henry Sabin, ex-state superintendent of public instruction, as conductor. In view of Dr. Sabin's long and useful career as a public school man and his recognized eminence in educational circles the school is sure to be a success.

#### Chicago Superintendents.

CHICAGO, ILL.—The list of district superintendents and supervisors as passed upon by the board of education at its recent meeting reads as follows:

District superintendents, Edward C. Delano, Albert R. Sabin, Leslie Lewis, James Hannan, A. F. Nightingale, in charge of high schools; Alfred Kirk, Albert G. Lane, William Speer, M. Elizabeth Farson, Ella Sullivan and Mary E. Vaughan.

Assistant to the superintendent, in charge of night schools Louis E. Larson.

Superintendent Compulsory Education, W. Lester Bodine.  
Supervisor of modern languages, Gustav A. Zimmerman.  
Supervisor of drawing in the high schools, Herman Hanstine.  
Supervisor of drawing in elementary grades, Josephine C. Locke.

Acting supervisor, Jean Mc W. Mellor.  
Assistant supervisor, Emma March.  
Supervisor of music, Henry W. Fairbank.  
Assistant Supervisor, Agnes C. Heath.  
Supervisor of physical culture, Henry Suder.

#### An Error Corrected.

Mr. Fred H. Daniels, supervisor of drawing in Buffalo, N. Y., asks THE SCHOOL JOURNAL to give room to the following correction of a misstatement:

At Utica, July 6, 1899, at a meeting of the New York State Art Teachers' Association, I made a statement regarding Miss Gratia L. Rice, a member of the New York State Department of Drawing, which was in effect as follows: "Her only educational qualification consists of an unfinished course in a normal school from which she was expelled for boisterous conduct." This statement was based upon information which I believed authentic. I have recently ascertained from inquiries of the present faculty of the normal school in question who were connected with the school at the time Miss Rice attended the same, that she never was expelled from said school for any cause.

I wish, therefore, to publicly retract the above statement and to express my sincere regret at having made any remarks of a personal nature regarding Miss Rice."

#### Philadelphia Items.

PHILADELPHIA, PA.—At the recent exhibition of pupils' work in drawing, held in the superintendent's library, over forty public schools of the city were represented. The drawings were chiefly pictorial, tho some geometric and decorative work was shown. They were almost entirely from nature, including live birds, hands, posed figures, plants, foliage, fruit, and vegetables. Selected specimens were displayed on the walls, while the entire class work was shown in packages on tables.

A children's playground has been opened at the corner of Broad and Spring streets, the expense being met by several charitable women. Two kindergarten teachers will be in attendance daily, and instruction will be given in gardening, sand-modeling and sloyd.

The estimates for books and stationery for the public schools of Philadelphia for next year amount to \$170,000 and the city councils will be asked to appropriate this sum. Last year

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\$150,000 was appropriated but there is complaint that the appropriations have been so small for the last three or four years that the schools have suffered materially.

Dr. Samuel P. Molenaar, Ph. D., instructor in French at the University of Pennsylvania, died in June. Dr. Molenaar had been at the university about two years. He was born in St. Petersburg forty-one years ago.

### New England Items.

Owing to the death of its founder, Clark university, Worcester, has reached a crisis. Mr. Jonas G. Clark lacked the wisdom to win assistance in carrying forward the educational plans which he originated, and there has been much unpleasant friction between him and the various members of the board of trustees, sometimes also with President Hall. Mr. Clark originally endowed the university with a sum which he conceived ample to carry on its limited work for graduate students and original investigation, but in the decline of interest rates, this amount now proves inadequate.

His will is a peculiar document and it is a difficult to determine its intent; but it seems to leave \$250,000 to the university for general purposes, as a gift outright; about one million in a similar way on condition that the citizens of Worcester rally to its support and give half a million, and in that case the university becomes the residuary legatee which will yield it an undetermined sum in addition, perhaps several millions. He also provides that one million dollars shall be used to carry out an idea which he had from the beginning, that of furnishing a free college for the boys of Worcester county, with a three years' course of study. Surely with these provisions, the citizens of Worcester ought to rally around such a great charity.

#### SUPT. COGSWELL HONORED.

The school committee of Cambridge, Mass., passed a series of resolutions at their last meetings for the year, complimentary to the work done by Supt. Francis Cogswell during his twenty-five years of continuous service. Under his leadership, the schools of the city have made continuous progress, while there has been remarkable harmony between the superintendent and his teachers. Mr. Cogswell was for many years the principal of a grammar school in the city before he was chosen to his present position.

Mr. Herbert W. Lull, superintendent of the survey schools, has received a similar appointment at Newport, R. I. His salary will be \$3,000 an advance of \$1,000 over his present position.

He has been successful in his work at Quincy, and a leader in public affairs as well.

#### COMMENCEMENT DAYS.

The leading feature in the field of education during the last days of June is always found in the closing exercises of school and college. The exercises are usually tame and of great sameness. But there is here and there an exception. Dean academy, at Franklin, Mass., this year introduced two features out of the usual line. The first was the representation of a scene from the Merchant of Venice and one from the Sunken Bell, with members of the graduating class taking the parts in the place of the usual essays. The other was Ernest P. Nowell's description of his own service as a member of the Sixth Massachusetts regiment in the Spanish war. He was in the fighting in Porto Rico. The scene became particularly realistic and impressive where he described the death of his "bunkie." It is not often that a graduate of a preparatory school can tell his own experience in grim war.

The Pembroke academy, Pembroke, N. H., had an unusual but sad experience on the afternoon of commencement day, in the burning of the academy building, at a loss of about \$5,000. A part of the building destroyed was the old original academy built in 1818, when the school was incorporated.

#### NEW HAMPSHIRE NORMAL SCHOOL.

The trustees have elected Dr. James E. Klock, superintendent of schools at Helena, Montana, as principal to succeed Dr. A. H. Campbell. A dispatch from Plymouth to the Boston Herald, says, "Dr. Klock was indorsed by many leading educators of the Western states as one of the best pedagogical workers in the country." He is a native of New York state, and will be at Plymouth in session for the teachers' institute to be held in August.

#### College Commencements.

Two items in the commencement, June 26, of Radcliffe, deserve notice. The graduating class has outgrown the platform, and seats have to be held for them on the floor. One student, Miss Lucy A. Paton, of Cambridge, has completed the Harvard requirements for the degree of Ph.D. She is, however, compelled to content herself with the honor without the diploma, for Harvard does not give the degree to women. The commencement at Wellesley commemorated the twenty-fifth anniversary of the founding of the college. One hundred and thirty-five young ladies were graduated. President Hazard announced that the debt of the college amounting to \$109,000



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had been raised, which renders Mr. John D. Rockefeller's gift of \$100,000 available. Wellesley's quarter century record is certainly an honorable one.

The most significant fact in connection with Harvard was the announcement of a gift of upwards of \$100,000 by Prof. Alexander Agassiz, to complete the museum. President Eliot paid a glowing tribute to Prof. Agassiz and his sisters, children of the great teacher who "had not time to make money," in that by wise forethought and skill they have amassed wealth while retaining and carrying into their own families all the culture of their early home. The Harvard of a generation ago was wealthy in the reputation of the father; now she is the recipient of the wealth of the children.

Yale university is making large plans to celebrate the coming bi-centennial. The leading forward movement is found in arrangements for more and better buildings. The corporation at its meeting determined to erect the large University hall at once at a cost of \$300,000. Among other degrees conferred was that of LL. D. upon the Hon. Elihu Root, secretary of war.

At Wesleyan university, the much discussed question of co-education was settled at least for the present, by allowing the women in attendance to equal twenty per cent. of the whole body of students. The graduating class numbered sixty-four.

#### BOYS' SOCIETY SEVENTY-FIVE YEARS OLD.

The leading feature of the closing exercises at Phillips academy, Andover, was the seventy-fifth anniversary of the founding of the boys' debating society, the Philomathean. This society originated in the rejection of three boys by the debating society because it was not a society for babies, and the boys declared they would have a society of their own. The three babies were Dr. Horatio B. Hackett, Dr. Ray Palmer, and Dr. Stearns, so long the pastor of the First Presbyterian church, Newark. At the fiftieth anniversary, Dr. Palmer presided, and Dr. Stearns sat by his side, while a letter was read from Dr. Hackett who was then on his way to Europe.

At the anniversary on June 27, Mr. Samuel C. Darling, who was graduated from the academy in 1860, presided, while stirring speeches were made by Dr. Henry M. Stebbins, of Rochester, N. Y., a plea for more attention to the study of the English language; by Harlow H. Ballard, of the Pittsfield Athenæum; by Prof. George D. Pettie, of the academy, who leaves to become principal of a school in Cleveland, O.; by Rev. E. O. Dyer, of Sharon, Ct., a plea for classical education; by Rev. George R. Hewett, of Lowell; William H. Freer, of Chicago, who calls attention to the place occupied by Phillip-

ines in the west, and others. Principal Bancroft announced that the academy had received \$27,916 in gifts during the last year, and he called attention to the fact that the valedictorians at Harvard and Yale are both Andover men.

Mr. Wm. Orr, the submaster of the Springfield, Mass., high school, has been chosen principal to succeed Mr. Atkinson, who goes to the Philippines.

## New York City.

### Head of Department License.

City Supt. William H. Maxwell has issued the following notice:

Applicants for license as head of department or assistant to principal in any and all boroughs of the city of New York, are requested to meet on Thursday, Sept. 20, 1900, at 9 A. M., in the examination room of the Hall of the Board of Education, Fifty-ninth street and Park avenue, Manhattan. Applicants to be eligible for this examination must hold a teacher's license No. 2 or Grade A, or have complied with the conditions required for such license, and must have had eight years' successful experience in teaching.

Scope of Examination—First, applicants must pass a satisfactory examination in the principles of education, methods of teaching, and school management; and, second, they must satisfy either (a) or (b) of the following requirements: (a) Applicants must produce evidence of having pursued a course of study satisfactory to the city superintendent in the science of education and in some branch of literature, science, or art, in a recognized institution of learning either during the school year for at least two years, or at a university or normal summer school during at least two sessions of not less than six weeks each. (b) Applicants must pass an examination in one of the following subjects: English language and literature, history and civics, elementary science.

Note.—College graduates who have completed a year's work in a department of education may be exempted from the examination under (b). (See charter, section 1,081.) Applicants under II. (a) will be required to produce to the examiner in charge at the time specified evidence of studies in the form of certificates of attendance, notebooks, etc. Applicants desiring to take this examination will please notify the city superintendent by letter not later than Sept. 1, 1900. The head of department license qualifies the holder for appointment as head of department or as principal of an evening school, vacation school, or truant school.

### Professor Dean Goes to Japan.

Prof. Bashford Dean, of the department of zoölogy at Columbia, accompanied by his wife, will spend a year in Asia, chiefly in Japan. There he will be the guest of the Imperial



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university at Tokyo and of the Japanese commission of fisheries. His researches are to deal with the development of certain fishes. The oyster industry will be studied. The United States commission of which Dr. Dean has been appointed the biologist hopes that an examination of the varied species of Japanese oysters under their natural conditions will suggest whether they may be fitted for introduction on the Pacific coast of North America.

#### Meeting of City College Club.

For the regular monthly meeting of the City College club, held June 16, there were gathered many of the alumni, including members of the faculty, superintendents, teachers, and principals of city schools. An amendment to the Constitution was passed, creating the office of historian.

The first of a series of meetings to gather from living members reminiscences of the early days of the college was devoted to Recollections of Pres. Horace Webster. The speakers portrayed the individuality and characteristics of Dr. Webster in a most interesting way; his enthusiasm, his dignified bearing, his devotion to the Old Free academy (since 1853, the College of the City of New York) as well as his personal characteristics were presented by Mr. Jos. S. Wood, president of the board of education of Mt. Vernon, an alumnus of the class of '61.

John Hardy, first valedictorian of the Free academy, told of the personal interest and knowledge of each student gained by the doctor's instruction in mental and moral philosophy, which succeeded in impressing the forceful elements of his individuality upon his pupils, much of whose later success was due to this training.

Dr. C. A. Doremus explained how the present overcrowded condition of the college prevented the personal intimacy with the student which was the great secret of the doctor's success as a teacher. The mere business detail of administration of so large an institution, prevents that personal contact of the president with the student which enabled Dr. Webster to impress his individuality so deeply.

The usual collation followed the meeting. No formal meetings will be held during vacation, but the club-house will be open as usual, and the activity of this most important social organization of City College Alumni will continue.

#### Death of an Old Teacher.

Miss Pauline L. Loss, in length of active service the oldest woman teacher connected with the public schools of this city, died June 25. Miss Loss first became connected with the public schools in 1851, when she was elected a teacher in the primary school at Allen and Hester streets, now known as public school No. 144. She had never taught in any other school, and had been principal since October 1, 1870.

### Interesting Notes from Everywhere.

**NEW CANAAN, CONN.**—Supt. George W. Gamble, who, after five years of service as superintendent of the schools of this township and principal of the borough high school is about to remove from the town, was surprised by receiving from the alumni of the high school a beautiful gold watch. The presentation was made at a banquet given in honor of Mr. Gamble, at which interesting speeches were made by the members of the classes that have been graduated during Mr. Gamble's principalship.

**CAMBRIDGE, MASS.**—A new school building will be erected near Broadway and Irving street. It will be three and one-half stories high, constructed of red brick with sandstone trimmings. The cost is estimated at \$100,000.

**CHAMPAIGN, ILL.**—For the opening of the summer school connected with the University of Illinois, 150 have registered, about half of them regular university students. Lectures are to be given by State Supt. Bayliss, Presidents Cook, Lord, and Thompson, of the state normal schools and President Draper.

#### Recent Deaths.

##### Professor James Norton.

**CHICAGO, ILL.**—Prin. James Norton, of the Lake View high school and a member of the jury of awards at the Paris exposition, died June 27, at Southampton, England, after an illness of but a few days.

Prof. Norton was a graduate of the University of Michigan. Prior to 1890 he was assistant principal at the Lake View high school to Dr. A. F. Nightingale, having charge of the scientific department. When Dr. Nightingale was made assistant superintendent in Chicago, in 1890, Prof. Norton was appointed principal, and he has been decidedly successful in the conduct of his school.

The late principal was of magnificent physique and but forty years of age. He has been prominent and active in the affairs of the High School Association of Cook county, particularly in the conferences of that organization upon the subject of secondary school instruction.

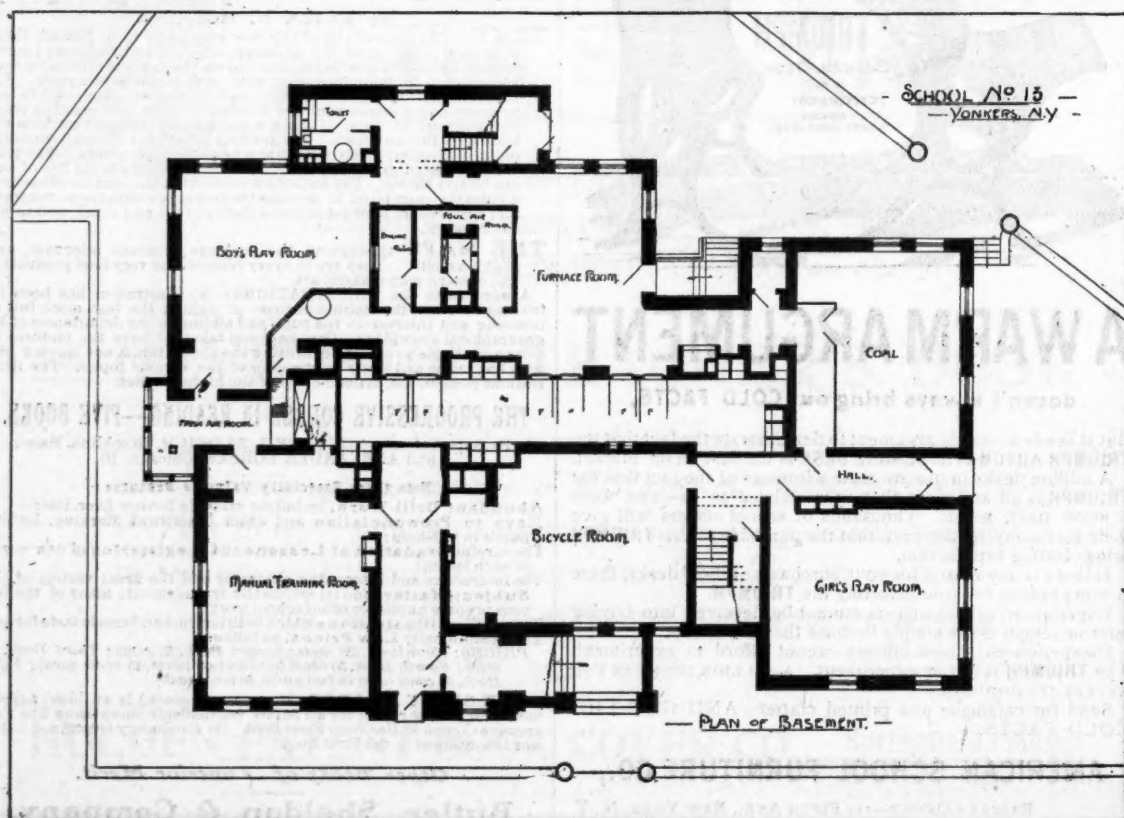
It has been suggested that Mrs. Norton be appointed to succeed her husband in his position.

##### Katherine Lott Clemens.

Mrs. Katherine Lott Clemens, wife of Will M. Clemens, the author, died suddenly at Hackensack, N. J. Mrs. Clemens was formerly principal of manual training in the Jamestown, N. Y., public schools.

##### Augustus Lowell.

**BROOKLINE, MASS.**—Augustus Lowell, A. M., died at his home June 25. He was vice-president of the American Academy of Arts and Sciences.





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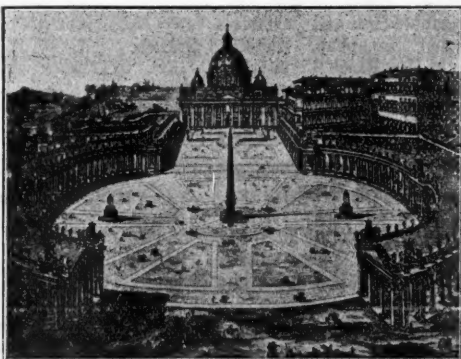


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James Newton Baskett's stories of country life in Missouri are meeting with deserved success. This last book, *As the Light Led*, went into its third thousand in the first week of its publication. (The Macmillan Company.)

The *July Century* will contain the first installment of the reminiscences of William Mason,—the distinguished composer and pianist. These reminiscences will appear in four chapters and will be illustrated with portraits and reproductions of musical autographs. In his opening paper Dr. Mason gives his personal recollections of such masters as Meyerbeer, Schumann, Moscheles, Wagner, and Liszt.

The Macmillan Company have in press a work on *Historical Jurisprudence* by Guy Carleton Lee, of the historical department of Johns Hopkins university. It is intended to serve as an introduction to the systematic study of the growth of law which is treated from its historic, social, and economic standpoint. The author's work is based on original research.

*China the Long-Lived Empire*, will be the first book on the subject to appear since the present uprising startled the nations of the West. The Century Company is bringing it out in handsome form and with many illustrations. The author, Miss Eliza Ruhamah Scidmore was one of the secretaries of the Oriental Congress at Rome last year, and is a well-known writer on the Far East. During the last fifteen years she has visited China seven times, and her present work deals with the land and its people in a manner at once scholarly and picturesque, the author being a keen observer as well as a spirited and entertaining writer.

The *Popular Science Monthly*, which was established in 1872, by the Appletons and which has at present the largest circulation of any scientific journal in the world, is now being edited by Prof. James McKeen Cattell, of Columbia university, and published by McClure, Phillips &

Company. The contents of the July number show that the magazine will be well cared for by its new management. Among the articles there is a paper by Simon Newcomb, the astronomer, entitled, "Chapters on the Stars;" an article on the recent solar eclipse by Sears P. Langley, of the Smithsonian institution; a new paper by Dr. Haffkine, the discoverer of the preventive against the plague, on "Preventive Inoculation."

Col. A. K. McClure has published thru Harper & Brothers a history of every presidential campaign including the McKinley-Bryan campaign of 1896. In *Our Presidents, and How We Make Them* many new political facts are brought to light.

The season of approaching conventions means increasing interest in all political matters and this book will doubtless be heartily received.

The ever-glorious Fourth was not forgotten when the editor of *St. Nicholas* "made up" the July number of that magazine. The frontispiece, "The Battle of Santiago" illustrates a paper by Miss Jessie Peabody Frothingham, in which are chronicled "Some Great Sea-Fights." Frederick A. Ober describes "Porto Rico's First Fourth." Other contributions deal more or less directly with warlike matters. In nature and science we find "Fireworks from the Mud," and in *St. Nicholas League* "The First Automobile Gun." There are many pretty and timely verses. The magazine is handsomely illustrated.

The frontispiece of the July *Century* is a wood-engraving by Timothy Cole from Cohstable's "The Hay-Wain." Prof. W. M. Sloane writes with intimate knowledge of the late Miss Sarah Porter and her unique educational work at Farmington. William Mason's reminiscences are begun in this number. In fiction there are seven short stories and five brief fables. In his study of Cromwell Mr. Morley reaches the period of strife between the two Protestant republics. "How to Safe-Guard One's Sanity," by the Rev. J. M. Buckley, is the contribution of a divinity who has made a special study of insanity, its causes, and its treatment. The editorial topics are "Home Censorship of the Theatre," "Changes of Taste in Fiction," and "Country Clubs and Inns."

The August number of *Scribner's Magazine* will have an important article on the situation in South Africa entitled "Pretoria in War Time," and containing an interesting interview which Mr. Davis had with Kruger. This will be the third of the articles that Mr. Davis has written for *Scribner's Magazine* since he went to the Transvaal in January. These articles, which are illustrated from photographs, show Mr. Davis at his best.

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